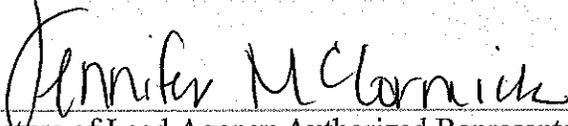


Part 1: Preliminary Documents

Application for Federal Assistance

Legal Name of Applicant: Indiana Department of Education	Applicant's Mailing Address: 115 W. Washington Street South Tower, Suite 600 Indianapolis, IN 46204
Employer Identification Number: 35-6000158	Organizational DUNS: 824799209
Lead Agency: Indiana Department of Education Contact Name: Dr. Charity A. Flores <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 317-232-9051 Lead Agency Contact Email Address: cflores@doe.in.gov
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below.)</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Lead Agency Authorized Representative (Printed Name): 	Agency Name: IDOE
Signature of Lead Agency Authorized Representative: 	Date: 1/14/2020
As applicable:	
Participating State Agency Authorized Representative (Printed Name):	Agency Name:
Signature of Participating State Agency Authorized Representative:	Date:
Participating State Agency Authorized Representative (Printed Name):	Agency Name:

Signature of Participating State Agency Authorized Representative:

Date:

Participating State Agency Authorized Representative (Printed Name):

Agency Name:

Signature of Participating State Agency Authorized Representative:

Date:

Assurances

Assurances

This form assures that the lead SEA and each SEA applying as a consortium will:

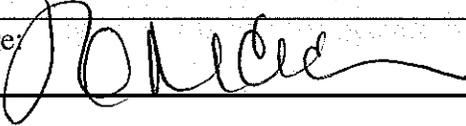
- (1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--
 - (i) In all non-participating schools; and
 - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:
 - (i) An update on implementation of the innovative assessment demonstration authority, including--
 - (A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
 - (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
 - (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
 - (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).

(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--

- (i) In an understandable and uniform format;
- (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
- (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and

(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.

Lead Agency Authorized Representative (Printed Name): Jennifer McCormick	
Signature: 	Date: 1/14/2020

Innovating Alternate Assessment: Indiana’s Submission for Research, Test design and Implementation.

Indiana believes students with significant cognitive disabilities will benefit from additional research and review of an assessment design allowing for greater accessibility to the test content. Our intent is to allow more precise information regarding reporting of student proficiency. The test design considers continuous improvement efforts from consortias, prior work with portfolios and direct assessment implementation. Indiana intends to dedicate the full first year solely to research and development. This ensures the assessment aligns to best practices and what we best understand about the engagement and abilities of 1 percent students.

Indiana underwent significant changes in assessment design initiating in 2017 with Indiana law 20-32-5-1 which allowed for the development of a new general education assessment. In the midst of the transition, Indiana considered a systematic approach to assessment. Indiana leveraged the opportunity to formalize a revised alternate assessment, Indiana’s Alternate Measure (I AM). The blueprints were constructed in 2018 by educators with the understanding that the test delivery would be a direct assessment for students. Overall, the content was distributed into reporting categories similar to the general education assessment. Indiana constructed the assessment using multiple-choice items based on prior implementation of the assessment.

Following the initial administration of the assessment, evidence collected indicated the direct assessment model does not fully collect meaningful evidence on all content standards for this population of students. For example, the content connector, 6.W.3.2.a.1: “Introduce a topic in an informative composition,” is a medium priority on the Grade 6 English/Language Arts (ELA) I AM Blueprint. The Learning Characteristics Inventory (LCI) noted 48% of students who engage in the I AM assessment “(write) words or sentences from a model or (use) word cards or

sentence strips to compose a complete sentence.” However, cognitive labs performed on these students show that writing items are difficult for this population to complete during a direct assessment. Indiana seeks to explore innovative testing designs to better measure what students with significant cognitive abilities know and can do.

Indiana is focusing on the needs of the 1 percent population. Indiana intends to develop a revised alternate assessment model leveraging the current work by consortia and other states. Indiana will also revisit existing components to allow for flexibility in capturing evidence through observation and the collection of evidence through a hybrid model. The proposed assessment captures student mastery as part of embedded instructional practice while also adding observational components which may only occur in limited intervals for this student population.

To ensure a thoughtful and technically appropriate transition to the assessment, the timeline allows for one year of research and development, specifically: 1) What methods should be utilized in collecting diverse assessments evidence that provide valid indications of student ability and reliable data for the alternate population? 2) In what ways can the summative assessment be segmented to allow for the capturing of student response information and evidence over time? 3) What methods should be utilized in creating training protocols to maintain reliability thresholds?

Indiana will engage with our Technical Advisory Committee (TAC) to review technical aspects of the project including, but not limited to test design and comparability. By procuring an external research organization and utilizing TAC in this capacity, we believe we are positioned for a successful project and hope to push design elements for this population.

Indiana Department of Education

**Application for New Authorities under the Innovative
Assessment Demonstration Authority**

Fiscal Year 2020

January 27, 2020

Part 3: Project Narrative Attachment

- Table of Contents
- Project Narrative

Indiana Department of Education

Application for New Authority under the Innovative Assessment Demonstration

Authority: Indiana Alternate Multiple Measures (IAM²)

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Introduction

Indiana addressed the required elements of the proposal by delineating between the assurances and the project narrative. The assurances are embedded within the document to assist in the review process. After the assurances are fully addressed, the proposal outlines the selection criteria defined by the U.S. Department of Education. The project narrative describes in detail Indiana's plan for research and implementation of a new test designed for the 1 percent population. Indiana purposefully reiterated elements in both the assurances and project narrative to promote ease of review alongside the required elements.

Overview

This proposal is organized to assist the reviewer in understanding the background of Indiana's Alternate Measure (I AM), challenges faced following the initial deployment of the assessment, and recommendations moving forward. Given the nature and characteristics of the alternative population, the proposal is exploratory and research-based, and frequent evaluation steps are embedded to ensure an appropriate, student-centered assessment will result.

Indiana underwent significant changes in assessment design initiating in 2017. At this time, Indiana law 20-32-5-1 allowed for the development of a new general education assessment. In the midst of the transition and through considering the importance of a systematic approach to assessment, Indiana leveraged the opportunity to formalize a revised alternate assessment as well.

One of the key tenets of systems development is the notion of coherence. As noted by Marion, et al. (2018), coherence allows for the vertical and horizontal progressions of content in assessment design to be maximized so that curriculum, instruction and assessment are considered as well as vertical progressions in the content. Without both of these features being addressed, assessment data is less meaningful. This notion of coherence was more broadly applied in Indiana through the development of both the general education and alternate assessment in tandem. Indiana considered that if standards are defined as a priority for a general education assessment, those same content ideals likely apply for the alternate population, as well.

The blueprints were constructed in 2018 utilizing past practices, with the understanding that the test delivery would be a direct assessment to the student population. Overall, the content was distributed into reporting categories very similar to the general education assessment. Test blueprint length is constant at 32 operational items across grades and content areas. Historically,

Indiana solely utilized multiple-choice item types for the alternate assessment and this structure was confirmed during educator meetings that formalized the foundational components of the assessment. This specific design was reinforced with results of cognitive studies that were conducted with Indiana students in Fall 2018. The I AM Cognitive Laboratory Study Report [Document 4.4] stated, “Students seemed to be confused by the requirement to select multiple answers and how to compute their own answers and enter them into the computer. The table-match item format seems to be visually and logically confusing for this population” (p.32). Although multiple-select and table-match items often provide opportunities for students to show what they know with content that requires higher cognitive complexity, these items types are essentially inaccessible for this population of students.

Indiana approached the design of both assessments utilizing the evidence-centered methodology (Mislevy and Haertel, 2006). Through this model, content experts and IDOE staff considered the necessary evidence required to support the assertions that were ultimately captured in the performance level descriptors at each process step. For the general education assessment, evidence required that students have met current grade level standards and are on track for college- and career-readiness. For the alternate assessment this evidence was used to support the claim that students met grade level alternate standards and are on track for post-secondary or competitive employment.

Both assessments were operationalized in Spring 2019 for student participation. During the 2018-2019 school year, 6,266 participated in the alternate assessment, 1.14% of the student population. This data is illustrated in the figure below. IDOE believes that this grant allows the flexibility to serve 6,000 historically underserved students in Indiana through a more accessible assessment program.

Figure 1. Student Participation in the General and Alternate Assessments

Student Sub-Group	# Students Participating in General Assessment	# Students Participating in Alternate Assessment	Total # Students Assessed	Percentage Participating in Alternate Assessment
All Students	541,138	6,266	547,404	1.14%

Standard setting established cut scores for each assessment in Summer 2019, with reporting to state, corporations and schools in August based on three proficiency levels including At Proficiency, Approaching Proficiency, and Below Proficiency.

Feedback and Challenges with Alternate Assessments

Indiana acknowledges the challenges of prior and current implementation for alternate assessments. Historically, programs utilized a single delivery of item types to generate a student score or leveraged a single portfolio model to generate a score which was plagued with reliability issues, and placed additional burden on educators who administered them. Following the initial test administration of I AM, Indiana sought feedback from educators to identify challenges associated with the assessment to inform continuous improvement efforts.

IDOE conducted a feedback survey for the 2019 administration of I AM that was available beginning Friday, May 17, 2019 and closed on Monday, June 3, 2019. 286 educators completed the survey. Several of the survey questions addressed test length (i.e., number of items) and the time (i.e., hours and minutes) it took for students to complete I AM. The results of these questions are noted below.

Question One asked whether the test length (number of items) was appropriate for each content area assessed. Of those that responded, 4% strongly agreed, 22% agreed, 35% disagreed,

and 39% strongly disagreed. This reinforces the perspective from educators that changes in the assessment may be beneficial to sufficiently understand what students know and can do in relation to the content.

Question Two asked how many items (both operational and field test) would be most appropriate for this population of students while still accurately measuring mastery of content. Less than 1% said between 40 and 45 items per content area, 11% said between 35 and 40 items, and 88% said fewer than 35 items per content area. This reinforces the notion that educators consider the assessment too long in terms of test content and they prefer a shorter assessment to accurately measure mastery of the content for this population.

Question Three asked whether the total testing time (amount of time it took the students to complete the test) was appropriate for the content areas assessed. Of those that responded, 5% strongly agreed, 37% agreed, 35% disagreed, and 22% strongly disagreed. As noted above, educators felt strongly that 35 items or less per grade level and content area would be most appropriate for this population of students. However, the I AM blueprints require a minimum of 32 items. In considering an alternative model, the number of items and the amount of time students engage is an important consideration for the test design.

Educator perspective on testing time was mixed, as noted above. Given that most (74%) educators indicated there were too many items on the assessment, and the timing of the assessment received mixed results, the American Institutes for Research (AIR) compiled timing data for the I AM assessments to further understand how the students engaged with the assessment content. The figure below shows an average completion time in minutes for each grade and subject area test. The times listed in Figure 2 indicate the total time spent testing for

both Segments 1 and 2. This would indicate that while the test had many items, the students did not spend a significant time on each one. Most students were able to complete both segments of Mathematics, Science, and Social Studies in less than 30 minutes. On average, ELA assessments took students longer to complete. This is concerning because students must authentically and fully engage with assessment items if accurate estimates are to be made regarding their abilities. Given this timing data, the authenticity and fullness of this engagement may be suspect and warrants additional research to determine if alterations should be made to the test design to more accurately evaluate student ability.

Figure 2. 2019 Timing Data for I AM: Average Testing Time in Minutes

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
ELA	32	35	38	36	38	42	35
Mathematics	23	22	24	24	24	25	26
Science	N/A	21	N/A	22	N/A	N/A	23
Social Studies	N/A	N/A	25	N/A	N/A	N/A	N/A

Additional concerns with the I AM assessment included the following:

- During the 2019 administration, 444 (7.09%) students were identified as having No Mode of Communication and were not required to complete the assessment. Educators responded that the identification process for these students was not clear, and likely resulted in some students not being properly identified.
- Test Administrators expected a more distinct barrier between Segments 1 and 2. This barrier was permeable and allowed them to continue onto Segment 2, even though IDOE guidelines asked these segments be administered on separate days. This resulted in several testing irregularities.
- Educators felt the Text-to-Speech used for online testing was not accessible for students. This was due to a robotic sounding voice, random pauses occurring in the middle of sentences, and mispronunciations.

Utilizing an alternate assessment in a traditional, direct assessment format can be very challenging for student engagement for students with significant cognitive disabilities. In Indiana, the Case Conference Committee must indicate that the student meets all of the following criteria to qualify for participation in this assessment. The four criteria are noted below:

1. Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.

3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
4. Goals listed in the Individualized Education Program (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).

The alternate population, commonly referred to as the 1 percent population, also engages and demonstrates their content knowledge in various ways. Indiana utilizes a modified version of the Learning Characteristics Inventory (LCI) (Kearns, Klienert, Klienert, & Towles-Reeves, 2006) for educators to provide additional details about this population by completing eleven questions prior to the student engagement in the assessment. The figures below highlight some of the key findings from the LCI based on completion alongside the assessment in 2019.

Figure 3. 2019 LCI Data

LCI Question/Answer Options	Number	Percent
What is the student’s primary classroom setting?		
Regular school, general education class inclusive (student in general education classes, special education services are primarily delivered in the general education classes) - at least 80% of the school day is spent in general education classes	259	3.55%
Regular school, resource room/general education class, student receives resource room services, but in general education classes 40% or more of the school day	810	11.11%

Regular school, primarily self-contained special education classroom, some academic inclusion in general educational classes (reading, mathematics, science, in addition to specials), but in a general education class less than 40% of the school day	1253	17.19%
Regular school, self-contained special education classroom, some non-academic inclusion (student goes to art, music, PE), but returns to special education class for most of the school day	4545	62.37%
Special school	417	5.72%
Will the student use any assistive technology devices on the assessment?		
No assistive technology devices will be used	5415	74.31%
Alternate computer input/access devices (e.g., keyboards including alternate layout, mouse, joystick, touch screen)	565	7.75%
Alternate pointing system	788	10.81%
Symbols of all types (e.g., objects, tactile, raised line drawings, photos)	102	1.39%
Eye gaze board	65	0.89%
Magnification devices	36	0.49%
Switches	65	0.89%
Other	248	3.40%
Expressive Communication		

Uses symbolic language to communicate (e.g., verbal or written words, signs, braille, or language-based augmentative systems)	5218	71.60%
Uses intentional communication, but not at a symbolic language level to clearly express a variety of intentions (e.g., gestures, pictures, etc.)	1248	17.12%
Communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate	817	11.21%
Receptive Language		
Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues	3401	46.69%
Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions	2994	41.10%
Alerts to sensory input from another person (e.g., auditory, visual, touch, movement), BUT requires actual physical assistance to follow simple directions	694	9.52%
Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell)	194	2.66%
Motor		
No significant motor dysfunction that requires adaptations	6296	86.43%
Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)	296	4.06%

Uses wheelchair, positioning equipment, and/or assistive devices for most activities	265	3.63%
Needs personal assistance for most/all motor activities	426	5.84%
Hearing		
Hearing within normal limits	6812	93.53%
Corrected hearing loss within normal limits	151	2.07%
Hearing loss aided, but still with significant loss	105	1.44%
Profound loss, even with aids	49	0.67%
Unable to determine functional use of hearing	165	2.26%
Vision		
Vision within normal limits	5013	68.83%
Corrected vision within normal limits	1863	25.58%
Low vision (uses vision for some activities of daily living)	245	3.36%
No functional use of vision for activities of daily living, or unable to determine functional use of vision	161	2.21%
Engagement		
Initiates and sustains social interactions	4216	57.88%

Responds with social interaction, but does not initiate or sustain social interactions	2198	30.17%
Alerts to others	761	10.44%
Does not alert to others	107	1.46%
Mathematics		
Applies computational procedures to solve real-life word problems	795	10.91%
Completes computational procedures	3579	49.14%
Counts by rote to 5	957	13.14%
Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items	993	13.63%
No observable awareness of numbers	958	13.15%
Reading		
Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)	309	4.24%
Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille	2006	27.54%
Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille	2618	35.95%

Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text	1342	18.42%
No observable awareness of print or braille	1007	13.82%
Writing		
Conveys thoughts in complete sentences using correct spelling, grammar, and writing mechanics	728	9.99%
Writes words or sentences from a model or uses word cards or sentence strips to compose a complete sentence	3520	48.33%
Uses pictorial representations to convey thoughts; writes alphabet letters on demand; writes name	1083	14.87%
Locates print; understands that print has a purpose; recognizes name in print	1056	14.50%
No observable awareness or use of print	895	12.29%

The data from the LCI demonstrates extreme variability in the alternate population. For example, 75% do not use assistance devices to engage in the assessment. However, 25% of the population utilize alternative means to engage in the assessment. Likewise, receptive communication is diverse with 46.69% of the students able to complete 1-2 step directions, 41.10% requiring additional cues to complete 1-2 step directions, and 9.52% requiring physical prompts to complete 1-2 step directions. With regards to content engagement, about 10-15% struggle with very basic levels of understanding. Given the LCI data, it is important to consider if

other assessment design features may better serve this population in gathering additional evidence about what they know and can do.

Additional data pulled from the 2019 administration of I AM includes the primary disability category of students taking the alternate assessment. This data is illustrated below.

Figure 4. Primary Disability Categories for 2019 Alternate Testers

Primary Disability Category	Number of Students	Percent of Students
00 = Not Applicable to this student (i.e., Not a special education student)*	37	0.53%
01 = Multiple Disabilities	899	13.06%
02 = Orthopedic Impairment	104	1.51%
03 = Blind or Low Vision	21	0.31%
04 = Deaf or Hard of Hearing	40	0.58%
05 = Emotional Disability (Full Time)	73	1.06%
06 = Emotional Disability (Other)	8	0.12%
07 = Specific Learning Disability	62	0.90%
08 = Developmental Delay (Ages 3-5A only)	9	0.13%
09 = Language or Speech Impairment	15	0.22%
10 = Mild Cognitive Disability	1457	21.18%
11 = Moderate Cognitive Disability	1624	23.61%

12 = Severe Cognitive Disability	128	1.86%
14 = Deaf-blind	6	0.09%
15 = Autism Spectrum Disorder	2023	29.41%
16 = Traumatic Brain Injury	52	0.76%
17 = Other Health Impairment	321	4.67%

*IDOE believes this is a data reporting error.

Based on the feedback solicited from educators and additional data regarding this population, these students may benefit from a more thoughtful assessment design, constructed to collect information over time about their level of mastery. Additionally, by reviewing the specific disabilities associated with this population, many students have very specific needs which make engagement with a static test form problematic. In other words, a single test form presented at the end of the year following the typical assessment design for a summative assessment may not best meet the needs of this population of students.

Initial Steps to Considering Assessment Design

I AM deployed in Spring 2019 and was required for students that met the criteria as previously noted in grades 3-8 for ELA and Mathematics, grades 4 and 6 for Science, high school for Biology and grade 5 Social Studies. I AM is a stage-adaptive summative assessment given at the end of the school year. The test window in Spring 2019 was April 8 - May 17.

The current test design for I AM administers 20 operational items in Part 1. The performance in Part 1 determines placement into Part 2. Part 2 is differentiated into three test forms; Form A, B, and C. Form A is constructed with a combination of less complex and moderately complex items, Form B is constructed with a combination of less complex,

moderately complex, and complex items, and Form C is constructed with moderately complex and complex items.

As stated earlier, I AM leverages content priorities utilized in ILEARN. Exceptions are managed through accessibility features which allow for additional flexibility in relation to the content. For example, all students taking the alternate assessment are provided with Text-to-Speech (if testing online), or receive access to a Human Reader (if testing on paper) as a universal support for all content. For the 2020 administration, a Human Reader can be used in lieu of Text-to-Speech for online testers if: 1) Text-to-Speech is not accessible for the individual student and 2) is deemed appropriate for the student by the Case Conference Committee. Another example includes testing all students engaging with the I AM assessment individually. Furthermore, students may use an alternate indication of response to note their answer choice. This means that a student could select an answer response verbally, by pointing, using eye gaze, or through another form of assistive technology rather than marking their choice online or on paper. Due to the variability of response mechanisms, it can be difficult to determine a student's response.

For I AM, caution is exercised in the number of field test items utilized in the assessment. Due to constraints with the item bank in year one, students engaged with 15 field test items. Given the feedback from educators following the inaugural administration, the field test design plan was scaled back to a maximum of 6 field test items per grade and content area for the 2020 field test design. A challenge with the field test in an alternate assessment setting is that states have a very small population engaging in the alternate assessment per federal guidelines. In total, 6,266 students participated in the 2019 I AM administration. As a result, as few as 116 students engaged with a field test item in some cases, resulting in item characteristics instability. Figure 5

shows the total number of students who participated in the 2019 administration of I AM by grade level and content area. The assessment must balance the student experience with regards to testing times, and ensuring enough items are created for the sustainability of the assessment over time. This is problematic when the assessment is delivered in a single window.

Figure 5. Total Number of Students Who Participated in I AM During the 2019 Administration

ELA		Mathematics		Science		Social Studies	
Grade	Number Tested	Grade	Number Tested	Grade	Number Tested	Grade	Number Tested
3	766	3	765				
4	841	4	840	4	838		
5	877	5	873			5	867
6	1016	6	1009	6	1001		
7	1042	7	1045				
8	1157	8	1158				
10	1141	10	1140	Biology	1067		

There are several assessment design models that are used with alternate assessments. In many states, the direct assessment model is utilized with students. Some of these direct assessment models use a two-part stage-adaptive model, similar to I AM. Another model being utilized with the alternate assessments is the item-level computer-adaptive testing (CAT) model. Some of these states, including South Carolina, Idaho, and Wyoming have joined a consortia

with American Institutes for Research (AIR) to build a robust pool of items to be utilized as part of the CAT. Ohio will utilize a computer-adaptive model for the 2019-2020 alternate assessment administration using items that have been developed specifically for the state.

Another model being utilized is a learning map model, most specifically using Dynamic Learning Maps (DLM). The learning map model represents individual concepts and skills in points called nodes. Students who take DLM assessments are instructed and assessed on Essential Elements, which are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. DLM assessments are tailored to measure each student's academic achievement with the help of linkage levels, or a small collection of nodes. Target linkage levels are closely aligned with the knowledge, skills, and understandings described by that Essential Element, however students who have not yet reached the target may instead be assessed at a precursor linkage level which precedes the target. The learning map model helps parents and educators guide students to success by showing them where a student is now, where the student has been, and where the student is going. For this reason, it can be compared to a common road map (Dynamic Learning Maps, 2020).

As noted previously, Indiana acknowledges the challenges of prior and current implementation for alternate assessments. Therefore, Indiana plans to dedicate the first year of implementation of this project solely on research and development to ensure that past practices and strengths could be employed while also minimizing the risk of creating additional challenges by implementing lessons learned from past practices. We look forward to engaging with the research organization and Indiana's Technical Advisory Committee (TAC) to ensure quality test design and policy principles are considered from the onset.

Proposed Design for I AM²

Given the challenges with current test designs effectively capturing evidence to support what students know and can do, small numbers of students participating in the assessment, large variability in the population and how the assessment can be accessed, and concerns over test length and time for this population, Indiana requests support to pursue an alternative model for the alternate assessment. This assessment will be branded as Indiana's Alternate Multiple Measures, or I AM², allowing for the inclusion of multiple measures to create a broader and more precise representation of what a student knows and can do.

Small educator focus groups were convened during two sessions in late 2019 to offer insight into three proposed options:

1. Through-course assessment of the I AM blueprint to allow students to engage in the test event over time.
2. Insertion of observation ratings during a through-course assessment to allow less emphasis on the direct assessment component for this population.
3. Insertion of portfolio measures during a through-course assessment to allow less emphasis on the direct assessment component for this population.

Through these initial conversations with educators, Indiana received feedback that an alternative alternate assessment design would be preferred for this population. Participants mentioned some of the same challenges that were also highlighted through the feedback survey, such as test length and the ability of an assessment to reflect what a student may know. Specifically, one educator stated, "We have a wide variety of learners, learning styles, and ability levels. We do students a disservice by NOT finding assessments that show their skills."

Given this feedback, Indiana would potentially propose a design to allow for observational ratings in addition to a small set of direct assessment items over the course of four

intervals throughout the year; one at the end of each quarter. In addition to observations, evidence to support these ratings would also be collected. This could be used as a means to audit the ratings and allow others in the corporation to complete additional ratings to ensure calibration of the intended value. The figure below highlights this model.

Figure 6. Proposed Assessment Design

Quarter 1 (October)	Quarter 2 (December)	Quarter 3 (March)	Quarter 4 (May)	Summative Score
¼ of assessment blueprint	Total assessment blueprint			
3-5 direct assessment items	Score based on items and ratings			
Observational ratings of 3-5 standards and supporting evidence	Observational ratings of 3-5 standards and supporting evidence	Observational ratings of 3-5 standards and supporting evidence	Observational ratings of 3-5 standards and supporting evidence	

Based on this feedback, Indiana prefers to engage in a thoughtful transition to the new assessment design. Ideally, this would allow for two years of research on the following questions prior to piloting a new assessment design with corporations. Specific research questions to drive this study would be:

- What methods should be utilized in collecting diverse assessments evidence that provide valid indications of student ability and reliable data for the alternate population?
- In what ways can the summative assessment be segmented to allow for the capturing of student response information and evidence over time?

- What methods should be utilized in creating training protocols to maintain reliability thresholds?

In the first year of the transition, Indiana intends to focus on the research to support the shift to a new test design for the alternate assessment. Over the recent decades, the prominence of the alternate assessment has slowly moved to the forefront, but there continues to be a large gap in understanding how this population participates in cognitive activities and the best means to collect the data associated with these cognitive activities. As a result, Indiana intends to procure research organizations to conduct research within Indiana, solicit feedback from experts in this field, and review current research to develop recommendations about a through-course model and how this may be implemented for the alternate population. Through this research, we would also consider content implications. For example, the high-priority content connector MA.8.DSP.3.a.1 states, “Use the line of best fit to find a point that answers a question about the data” and stems from the MA.8.DSP.3 standard, “Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.” This is an example where a portfolio measure may be more appropriate than a direct assessment item. Students could model the line of best fit on relevant data they use in the course of their classroom instruction. Another high priority content connector in English/Language Arts 5.W.5.a.1 states, “Formulate a research question” and stems from the 5.W.5 standard, “Conduct short research assignments and tasks on a topic.” This is another example of a standard that could be more authentically measured with a portfolio piece of evidence. By presenting students more authentic tasks, and using those tasks as a measurement item, more information can be gleaned about the student’s true abilities.

The proposed model, based on research, would be piloted in two to three corporations during the second year of implementation. The training conducted during this time would be an additional element of study as the reliability with observational assessments can be problematic if not fully calibrated from the onset. This training would be similar to the training offered for Indiana's new early childhood assessment, Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT), which relies on educator ratings to inform the overall snapshot of student growth between assessment intervals.

Consultation

Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--

- (1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners;**
- (2) Affected stakeholders in the State, or in each State in the consortium, including-**
 - (i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;**
 - (ii) Teachers, principals, and other school leaders;**
 - (iii) Local educational agencies (LEAs);**
 - (iv) Representatives of Indian tribes located in the State;**
 - (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and**
 - (vi) Civil rights organizations.**

Indiana engages frequently with a variety of stakeholder groups to ensure continuous improvement and fidelity of implementation. Indiana engaged initially in the conversation with the Assessment Implementation Advisory Group (AIAG). This group consists of Corporation Test Coordinators (CTCs), School Test Coordinators (STCs), Principals, and educators. IDOE conducts monthly meetings with this stakeholder group and brought forward the concept of the new assessment design at the November 26, 2019 meeting. AIAG members were also encouraged to invite other special education educators to this convening to discuss the proposed design. In all, nine stakeholders from north, central, and southern corporations in Indiana

including large diverse populations (i.e., Fort Wayne and Evansville) attended this meeting to provide feedback. IDOE presented slides that explained the current test design and outlined options for the proposed alternate assessment. Stakeholders expressed an interest with IDOE pursuing flexibility with the alternate assessment. As one educator stated, “We have a wide variety of learners, learning styles, and ability levels. We do students a disservice by NOT finding assessments that show their skills.” Additionally, stakeholders shared that a more observation-based evaluation for students is relevant and would be useful for teachers. Flexibility around when or how many times or ways it can be administered is an aspect that stakeholders felt corporations could benefit from. Depending on the requirements, some corporations also expressed an interest in partnering with IDOE, including Fort Wayne Community Schools (Document 4.2.1), one of Indiana’s larger districts.

IDOE also hosts an Accessibility and Accommodations Advisory Group twice a year. This last meeting was conducted on December 13, 2019. Members of this group include Daniel McNulty (PATINS), Lisa Kovacs (Hands and Voices), Sarah Kiefer (Center for Deaf and Hard of Hearing Education), Matthew Johnson (IIEPRC), Valerie Beard (IDOE Titles and Grants), Joe Kwisz (Old National Trail Special Services Director), Nancy Holsapple (IDOE Office of Special Education Director), and Carrie Painter (Tippecanoe School Corporation English Learners Director). The agenda for this meeting covered several topics, and IDOE additionally solicited their feedback in pursuing changes in the alternate assessment design. Several individuals felt positive about pursuing this change because of the implementation of observational data as part of this assessment design.

IDOE also met with two members of Indiana’s Resource Network, Daniel McNulty and Amy Howie, to discuss Indiana’s proposed design. Daniel McNulty is the State Director of the

PATINS Project. PATINS stands for Promoting Achievement through Technology and INstruction for all Students. The PATINS Project is a statewide technical assistance network that connects Indiana's local education agencies (LEAs) to Accessible Materials, Assistive Technology, Professional Development and Technical Support through the Indiana Department of Education and Indiana Department of Administration. Amy Howie is a Senior Associate with Public Consulting Group and Project SUCCESS. Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities by providing current, research-based resources related to content standards, instructional design, and student outcomes. After this meeting, both Daniel and Amy submitted letters of support (Document 4.2.a and Document 4.2.b).

IDOE collaborates with Indiana State Board of Education staff to manage a Technical Advisory Committee (TAC) associated with Indiana assessment programs. This committee consists of national experts in the areas of psychometrics, policy and test design. IDOE presented proposal documentation to TAC during the January 22-23, 2020 meeting. In general, TAC endorsed Indiana's willingness to submit this project and was excited to collaborate on research, design, and implementation over the duration of the project. TAC encouraged Indiana to consider prior work related to this population, while also balancing a new approach to better serve students [Document 4.2.m].

IDOE also disseminated a survey to various stakeholders about the potential change in assessment. This survey was available from January 6 - January 17. Overall, 680 stakeholders provided feedback. Question One asked for the stakeholder to define his or her role. Of those that responded, 63% were educators, 15% were school administrators, 13% were parents or guardians, 8% were community members, and less than 1% identified as one of the following:

local school board member, student, civil rights organization member, Indian tribe member or representative, English Learner or English Learner representative. It should be noted that those responding could select multiple answers to this question. IDOE believes this survey collected feedback from the required stakeholder groups defined in the grant requirements.

Question Two asked what features IDOE should consider as primary factors in revisiting the alternate assessment. 21% of responses indicated test length (i.e., number of items), 11% indicated test time (i.e., duration of assessment event), 20% indicated test mode (i.e., online delivery or paper-based mode), 30% indicated test structure (i.e., direct assessment or observational components), and 29% indicated test content (i.e., priority of certain content standards). It should be noted that multiple answers could be selected in order to answer this question.

Question Three asked how frequently the stakeholder would support the delivery of a through-course assessment for students with significant cognitive disabilities. Of those that responded, 15% said quarterly, 9% said three times a year, 37% said two times a year, and 38% said I do not support a through-course model and prefer an assessment once at the end of the year. It is important to note that additional details were not provided during the survey about how this might be structured in terms of the test blueprint or variance of item types. Therefore, IDOE interprets these varied responses to support the need for additional research to identify the best model to serve this population.

Finally, Question Four asked if the stakeholder supports Indiana's consideration of a revised alternate assessment based on research and best practices. Of those that responded, 64% strongly agreed, 29% agreed, 4% disagreed, and 3% strongly disagreed. IDOE believes this question unanimously supports the need for additional exploration.

Innovative Assessment System

A demonstration that the innovative assessment system does or will—

- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment--**
 - (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and**
 - (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment;**

Indiana assures compliance with section 1111(b)(2)(B) when transitioning to the innovative assessment for students with significant cognitive disabilities. The request for Indiana specifically is to pilot the revised alternate assessment in grades 3-8 and high school in ELA, Mathematics and Science beginning in 2021-2022 for two to three corporations whose leadership serve on the AIAG stakeholder committee. Following the schedule defined in Figure 10, additional corporations will be recruited by IDOE to participate until full scale implementation is planned for 2024-2025. The current general education assessment, ILEARN, will continue to be delivered as constructed and the existing alternate assessment, I AM, will continue to be offered in parallel to those corporations participating in the pilot from 2021-2024. The only flexibility requested as part of the grant is for the defined pilot group of school corporations participating in the pilot of I AM² from 2021-2024.

(2)

(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and

(ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;

Indiana is creating the modified alternate assessment with the same foundational blueprint as the current assessment, I AM. Therefore, Indiana asserts that the same challenging State academic content standards will be assessed. This will be done utilizing the state’s Content Connectors or Alternate Academic Standards aligned to the Indiana Academic Standards.

Indiana may exercise the flexibility to consider the integration of below grade-level content for the alternate assessment, but will ensure the reporting for state accountability aligns to current grade-level standards. This may be attained through the observational items by integrating predecessor skills for the content being assessed for the educator to gather this data. By providing rubrics clearly indicating scope and sequences of particular skills on a subset of the Content Connectors, educators will be able to provide a more accurate estimate of the student’s true abilities. These rubrics, while potentially offering below grade-level evidence, can assist stakeholders in better defining those skills while noting where discrepancies are with grade-level content. For example, many of the ELA standards are vertically articulated, and by offering the precursor skills to the grade-level rubric, educators can best pinpoint the students’ ability based on the rubric. While unable to apply those below grade-level behaviors to the assessment scale score, it can assist educators and parents in better determining the student’s abilities. For example, the ELA standards and Content Connectors are vertically articulated across the grade

levels. Content Connector 3.R.2.1.a.1 states, “Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers,” and content connect 4.R.2.1.a.1 states, “Refer to details and examples in a text when explaining what the text says explicitly.” Both of these standards are high-priority on the Grade 3 and Grade 4 blueprints, respectively. The performance level descriptors for this third and fourth grade content connectors include the following continuum:

Figure 7. I AM Grade 3 and 4 Performance Level Descriptors

Grade 3 Performance Level Descriptors			Grade 4 Performance Level Descriptors		
Below Proficiency	Approaching Proficiency	At Proficiency	Below Proficiency	Approaching Proficiency	At Proficiency
Using visual support, select an answer that demonstrates understanding of a text, referring explicitly to the text as the basis for the answers with low complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a low-complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a text of moderate complexity.	Utilizing visual supports, select details and examples in a text when explaining what the text says in a low-complexity text.	Identify details and examples in a text when explaining what the text says explicitly in a low-complexity text.	Identify details and examples in a text when explaining what the text says explicitly in a moderate complexity text.

By providing the educator access to the precursor skills as noted above, educators can potentially pinpoint a more accurate description of what the student knows and is able to do within this particular area of content. This component, along with other tools and evidence of student performance can be used to provide more precise direction to the educator when designing instruction following the assessment and providing insight to parents about the mastery of content for their student.

(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;

Indiana underwent development of the alternate assessment, currently referred to as I AM, from Spring 2017 to Summer 2019. As part of the development process, Indiana educators were engaged in systematic test design methods to leverage evidence-centered approaches. The intent of leveraging these practices was to allow the development, reporting and interpretation structures to represent the evidence of student mastery in relation to the state's alternate content standards or content connectors.

In addition to the steps described above, a policy panel was also initiated to create and oversee the implementation of performance level descriptors for students with significant cognitive disabilities. Through this committee, three policy performance level descriptors were adopted. It is Indiana's intent to model the revision to the assessment to maintain the same performance level descriptors since the Content Connectors and essence of the expectations will not vary with the implementation of a new test design embedding observational and evidence ratings.

- LEVEL 1: Below Proficiency - Indiana students below proficiency have not met current grade level Content Connectors. Students may require significant support to develop the knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.
- LEVEL 2: Approaching Proficiency - Indiana students approaching proficiency have nearly met current grade level Content Connectors by demonstrating some

basic knowledge, application, and skills. Students may require support to be on track for post-secondary education or competitive integrated employment.

- LEVEL 3: At Proficiency - Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

As noted, there is a distinction in the three performance level descriptors which delineate which students are in need of additional support. Below proficiency students may require significant support, while approaching proficiency students may require support to be on track for post-secondary education or competitive integrated employment.

The transition to I AM² allows a hybrid approach to test design when embedding the observational and evidence-based components. Indiana intends to use the current direct assessment items as an anchor set for stability of reporting. In general, these anchor items have been established over the last two to three years of operational testing, with additional items in the pool being used operationally since 2015. The anchor items will be placed thoughtfully across the distribution of the test blueprint to allow for stability comprehensively and also within the assessments given during the through-course model. The current I AM test design is noted below in Figure 8 and recommendations to the proposed test design are noted in Figure 9. IDOE intends to maintain the current item count associated with the blueprint established in 2018, however, the distribution and item types will be reevaluated following the research and piloting in years one and two.

Figure 8. Current Test Design

I AM Test Design 2019-2020				
Segment 1		Segment 2		
PT item 1		A	B	C
PT item 2		<i>item 21</i>	<i>item 21</i>	<i>item 30</i>
item 1		<i>item 22</i>	<i>item 22</i>	<i>item 31</i>
item 2		<i>item 23</i>	<i>item 23</i>	<i>item 32</i>
item 3		<i>item 24</i>	<i>item 30</i>	<i>item 36</i>
item 4		<i>item 25</i>	<i>item 31</i>	<i>item 37</i>
item 5		<i>item 26</i>	<i>item 32</i>	<i>item 38</i>
item 6		<i>item 27</i>	<i>item 33</i>	<i>item 39</i>
item 7		<i>item 28</i>	<i>item 34</i>	<i>item 40</i>
item 8		<i>item 29</i>	<i>item 35</i>	<i>item 41</i>
item 9		<i>item 30</i>	<i>item 36</i>	<i>item 42</i>
item 10		<i>item 31</i>	<i>item 37</i>	<i>item 43</i>
item 11		<i>item 32</i>	<i>item 38</i>	<i>item 44</i>
item 12				
item 13				
item 14				
item 15				
item 16				
item 17				
item 18				
item 19				
item 20				
Key				
Tier 1 item				
Tier 2 item				
Tier 3 item				
<i>linking item</i>				

IDOE has included a Proposed Test Design to illustrate potential alterations that may occur based on the results of the research following the first year of the grant. It is expected that further alterations will be made based on this research and additional information from Indiana

educators will be gathered to alter the test design to best meet the needs of the Indiana students who engage in this assessment.

Figure 9. Proposed Test Design

Future Test Design				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Direct Assessment	PT item 1	PT item 1	PT item 1	PT item 1
	PT item 2	PT item 2	PT item 2	PT item 2
	item 1	item 3	item 5	item 7
	item 2	item 4	item 6	item 13
	item 8	item 9	item 11	item 14
	item 15	item 10	item 12	item 19
	item 16	item 17	item 18	item 20
	Note: 2-3 items per quarter will be identified as anchor items to the existing scale from the original blue, pink and tier structure for stability.			
Observation and Evidence				
	item 21	item 24	item 27	item 30
	item 22	item 25	item 28	item 31
	item 23	item 26	item 29	item 32

As previously noted, and based on information provided by Indiana educators following the inaugural implementation of the I AM assessment, the test length is not expected to increase. Rather, the types of evidence associated with the assessment would be altered to best capture the ability of the students. For example, for the high priority Content Connector 6.ESS.2.a.1, “Demonstrate how Earth’s rotation, revolution, tilt, and interaction with the sun and moon cause

seasons, tides, changes in daylight hours, eclipses, and phases of the moon,” a student may be presented with a series of steps to engage in, ranging from very simplistic tasks to complex tasks. The educator will observe the student in this authentic environment and be able to identify the highest ability the student demonstrates with regards to this task. As indicated above, these tasks may include below-grade level standards to help pinpoint the true ability of the students.

Indiana requests a five year timeline for full-scale implementation. This is necessitated by the timeline which delineates a thoughtful research perspective be compiled in year one to inform revisiting of current alternate item specifications. Additionally, it is widely known that the alternate population does not have significant monetary or resource efforts delineated with supporting this population of students. This first year will be spent to ensure that national experts from Indiana’s TAC collaborate with IDOE alongside AIAG who will play a large role in implementing the pilot in year two. IDOE will also procure a research organization upon grant award to gather additional data elements or conduct research initiatives to inform the work.

Preliminary research questions for consideration include, but are not limited to:

- What methods should be utilized in collecting diverse assessments evidence that provide valid indications of student ability and reliable data for the alternate population?
- In what ways can the summative assessment be segmented to allow for the capturing of student response information and evidence over time?
- What methods should be utilized in creating training protocols to maintain reliability thresholds?

These research questions will be explored and observational items and appropriate protocols will be established in relation to these researched best practices.

The timeline noted in Figure 10 transitions the implementation from two to three school corporations in year two, to 25% of corporations in year three, 50% in year four and full implementation by year five. This scaling plan is justifiable due to the need to fully understand the limitations of the reliability being maintained utilizing the various educator raters, while also exploring system protocols and limitations while uploading evidence. Indiana believes that the training components will be essential for maintaining the reliability across educators entering ratings for the observational and evidence components. As such, Indiana wants to engage closely with the educators in the pilot districts in year two to determine what level of support and interaction might be needed to calibrate the educators fully to the scoring rubrics. During year two, additional analyses will be undertaken to determine if a second read for particular elements may be needed based on the variability of these ratings. For example, if Indiana determines that particular Content Connector observation ratings are unstable, Indiana may continue to rely on a direct assessment item for that particular Content Connector.

The processes, protocols and training elements established in year two with the small number of AIAG partners will be scaled to the 25% of school corporations defined in year three. Again, this number is chosen carefully to allow engagements with the educators and those responsible for delivering the assessment to ensure that potential challenges with large scale implementation are readily identified and addressed over the full implementation of the grant award.

To ensure student proficiency is noted through results, we will continue to apply the I AM policy performance level descriptors noting below, approaching and at proficiency as overall performance levels. With the new test design, we may better meaningfully place students into areas of performance by creating more authentic assessment items. Reports can be generated

to show overall proficiency for the corporation, school, or classroom by grade level and subject area. Reports can also show students performed in each reporting category. These reports will allow stakeholders at the corporation, school, and classroom level, to determine what areas need more attention. More information about generating and using the I AM Reports [Document 4.7] can be found in the Online Reporting System (ORS) User Guide [Document 4.8].

(4)

(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students. Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:

(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.

(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.

(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.

- (D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.**
- (E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act; and**
 - (ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;**

Indiana intends to administer the current alternate assessment to those school corporations not participating in the pilot through the grant award. Figure 10 highlights the intended models for delivering from years one through five.

Figure 10. Intended Delivery Model

Year One	Year Two	Year Three	Year Four	Year Five
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Research and development	Identify 2-3 corporations from AIAG to help build and implement a revised test	25% of the corporations utilizing the new design which may be adjusted based on	50% of the corporations utilizing the new design which may be adjusted based on	Full implementation

	design (i.e., I AM ²)	feedback from the 2021-2022 pilot	feedback from the 2022-2023 pilot	
All schools continue with current I AM deployment	All other schools continue with current I AM deployment	All other schools continue with current I AM deployment	All other schools continue with current I AM deployment	

Indiana intends to utilize the existing test blueprint for development of the revised assessment, I AM². In other words, the same overall points allocated by the test blueprint currently are associated with 32 test items. This will remain consistent with the transition. Comparability will be maintained by ensuring the same Content Connectors are assessed, the priority by which they are assessed and the relative point values associated with each item remain constant. Additionally, to ensure reporting can occur across systems, anchor items as highlighted by the new test design in Figure 9, demonstrated how the link across the two I AM measures can be established to a common scale.

A cut score validation will occur at the following key intervals to ensure the performance level descriptors used to establish the I AM scale in 2019 can be maintained and applied to I AM².

- Year Two:
 - Review of cut score and performance for defined two to three school corporation sample.
- Years Three and Four:
 - Review of cut score and performance for defined two to three school corporation sample. If significant concerns arise, and Indiana’s TAC advises, a full standard setting may occur at any time.

Indiana acknowledges the challenges with other states’ implementation and establishing comparability with the current assessment in the midst of the pilot. As such, Indiana’s TAC will be engaged in the process from the onset to review proposed designs and provide necessary direction to maintain comparability of the two designs. We will pause at the end of each pilot cycle to evaluate the plan for necessary revisions or if comparability can be established to move more quickly into the delivery as intended. We acknowledge the importance of this dedicated

annual review to ensure the project expectations, and ultimately accountability ratings, can be maintained.

The reporting categories as currently defined and noted in Figure 11 can be retained as part of annual reporting with the through-course model. The current reporting categories assessed by the Content Connectors are noted below. Observations and evidence may be collected for off-grade level content skills, but points awarded and thus contributing to the overall scale score would only be reflective of on-grade level content connectors.

Figure 11. Current I AM Reporting Categories

Test Name	Content Area	Current Grades	Reporting Category
I AM	ELA	3, 4, 5, 6, 7, 8, 10	Key Ideas and Textual Support/Vocabulary
I AM	ELA	3	Reading Foundations
I AM	ELA	3, 4, 5, 6, 7, 8, 10	Structural Elements and Organization/Connection of Ideas/Media Literacy
I AM	ELA	3, 4, 5, 6, 7, 8, 10	Writing
I AM	MA	3, 4	Algebraic Thinking and Data Analysis
I AM	MA	5	Algebraic Thinking
I AM	MA	6, 7, 8	Algebra and Functions
I AM	MA	3, 4, 5, 6	Computation
I AM	MA	7, 8	Data Analysis, Statistics, and Probability
I AM	MA	10	Equations and Inequalities (Linear and Systems)
I AM	MA	10	Functions (Linear and Non-linear)
I AM	MA	10	Number Sense and Data Analysis
I AM	MA	3, 4, 7, 8, 10	Geometry and Measurement
I AM	MA	5, 6	Geometry and Measurement, Data Analysis, and Statistics

I AM	MA	3, 4, 5, 6	Number Sense
I AM	MA	7, 8	Number Sense and Computation
I AM	Science	Biology	Analyzing Data and Mathematical Thinking
I AM	Science	Biology	Communicating Explanations and Evaluating Claims Using Evidence
I AM	Science	Biology	Developing and Using Modeling to Describe Structure and Function
I AM	Science	4, 6	Analyzing, Interpreting, and Computational Thinking
I AM	Science	4, 6	Explaining Solutions, Reasoning, and Communicating
I AM	Science	4, 6	Investigating
I AM	Science	4, 6	Questioning and Modeling

(5)

- (i) **Provide for the participation of all students, including children with disabilities and English learners;**
- (ii) **Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and**

(iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;

Indiana will provide for the participation of all students in the alternate assessment described herein. The focus of the alternate assessment is most specifically for students with significant cognitive disabilities. Indiana established four criteria that are used by Case Conference Committees annually to determine the participation of students in the alternate assessment. The four criteria are noted below:

1. Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.
3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
4. Goals listed in the Individualized Education Program (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).

Indiana additionally offers a multitude of accommodations for the alternate assessment to ensure the accessibility of the content being assessed while also maintaining the validity of the assessment. Figure 12 highlights the common features and accommodations available on the I AM assessment that will also be allowable with the new test design implemented with the grant award.

Figure 12. Allowable Features and Accommodations for I AM

Universal Features	Designated Features	Accommodations
Text-to-Speech	Color Contrast	Permissive mode to access assistive technology device(s)
Individual Testing	Masking	Streamline format for online test
Online Calculator	Print Size	Accommodated fixed form
Additional Breaks	Mouse Pointer	Large print booklet
Read aloud to self	Translation Stacked Spanish	Braille Booklet
Strikethrough	Access to Sound Amplification	Print Booklet
Expandable Passages	Assistive technology to magnify/enlarge	Interpreter for Sign Language
Highlighter	Special furniture or equipment for viewing the test	Read aloud script for paper booklet
Line Reader	Time of day for testing altered	Human Reader for paper assessment or online if on IEP
Tutorials	Special lighting conditions	Alternate indication of response
Zoom	Color acetate film for paper assessment	Extra Time
Preferential Seating		Multiplication Table
Headphones or Noise Buffers		Hundreds Chart
Scratch/Blank Paper		Bilingual word to word dictionary
Highlighters for Paper Assessments		Access to own resources
		Use of an adaptive/handheld calculator used during all sessions if in IEP

In addition to those noted in Figure 12, the observation and evidence submitted will allow for an extra dimension of accessibility on behalf of the student. For a test to be accessible for students, it must be, “understood as an interaction between individual test taker characteristics and features of the test itself” (Kettler et al., 2009, p.530). As indicated in the cognitive labs, when students are not able to interact with specific item types, this interaction is no longer authentic and is not appropriate to gauge student ability. In general, direct assessment items are inauthentic for students to engage with as they are unlike traditional instruction for students with significant cognitive disabilities. By embedding observational components into the assessment structure, the students will be allowed more authentic activities as part of daily instruction to document their mastery associated with the Content Connectors. Please see the full document characterizing Indiana’s Accessibility and Accommodations Guidance [Document 4.5].

Indiana will offer both an online mode and paper test forms. The paper and online forms are mirror representations of each other. The student who requires a paper accommodation would be offered this in the one-on-one test administration setting with their Test Administrator. Following the paper administration, the Test Administrator would transcribe the paper document into the online portal for scoring and reporting. With fewer direct assessment items presented in the pilot, the educators will have fewer items to transcribe. The authentic tasks conducted for the observations may be done so with a variety of stimulus and response materials in the local setting. Indiana recently defined more flexibility in this area as noted in Substitutions and Adaptations for the Alternate Assessment [Document 4.6]. These substitutions and adaptations are allowable based on the student’s degree of vision, hearing, and/or physical mobility and do not need to be formally documented unless otherwise indicated.

- (6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;**

Indiana bases participation in the assessments as required by section 1111(c)(4)(B) of the Act and cites this code as part of the state policy manual excerpted below (2019-2020 Indiana Assessments Policy Manual, 2019):

School administrators should be aware that section 1111(b)(2)(A) of the Elementary and Secondary Education Act (as amended by the Every Student Succeeds Act, or ESSA) requires the implementation of high quality student academic assessments in mathematics, reading or language arts, and science. Section 1111(b) (2) (B) (i) (II) requires these assessments be administered to all elementary and secondary school students. In addition, section 1111(c) (4) (E) requires participation rates in statewide assessments of at least 95 percent for all students and each subgroup of students and factor this into the state's federal accountability system. Students' failure to take Indiana's assessments may result in a lower federal accountability rating.

Indiana asserts agreement with this expectation and does not intend modifications pending the grant award.

- (7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--**
- (i) The student's mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or**

(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;

As noted previously, three policy performance level descriptors were adopted for the existing alternate assessment and intend to be utilized for the revised test design pending grant award. The Content Connectors and essence of the expectations will not vary with the implementation of a new test design embedding observational and evidence ratings.

- LEVEL 1: Below Proficiency - Indiana students below proficiency have not met current grade level Content Connectors. Students may require significant support to develop the knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.
- LEVEL 2: Approaching Proficiency - Indiana students approaching proficiency have nearly met current grade level Content Connectors by demonstrating some basic knowledge, application, and skills. Students may require support to be on track for post-secondary education or competitive integrated employment.
- LEVEL 3: At Proficiency - Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

The transition to I AM² allows a hybrid approach to test design when embedding the observational and evidence-based components. Indiana intends to use the current direct assessment items as an anchor set for stability of reporting. In general, these anchor items have been established over several years of operational testing. The anchor items will be placed

thoughtfully across the distribution of the test blueprint and in the through-course design to allow for stability comprehensively and also within the assessments. Indiana intends to utilize the existing test blueprint for development of the revised assessment, I AM². In other words, the same overall points allocated by the test blueprint currently are associated with 32 test items. This will remain consistent with the transition, and all psychometric testing will be vetted with the Indiana TAC.

Comparability will be maintained by ensuring the same Content Connectors are assessed, the priority by which they are assessed and the relative point values associated with each item remain constant. A discrete score will not be provided following each through-course measure. The summative values will only be represented following the fourth and final assessment near the end of the school year. The observational and evidence based ratings may be discussed with parents or used as part of discussion for the Case Conference Committee meetings annually to inform goal setting.

(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e); and

Indiana currently provides disaggregated data for subgroups of students for both the general education and alternate programs. Indiana intends to maintain the same reporting structure as currently defined for all assessment programs. As such, aggregate reports are available for the following:

- Student Performance at Each Proficiency Level

- Student Performance for Each Reporting Category
- Individual Student Reports (ISRs)

These reports are available in the I AM Reports [Document 4.7].

Reports that can be filtered by the following demographic information as noted in Figure 13.

Figure 13. Demographic Subgroups

Subgroup	Description	Possible Values
English Learner	Is the student an English Learner?	<ul style="list-style-type: none"> ● English Learner ● Not English Learner
Ethnicity	Student's ethnicity code	<ul style="list-style-type: none"> ● American Indian/Alaska Native ● Asian ● Black/African American ● Hispanic ● Multiracial/Two or More Races ● Native Hawaiian/Other Pacific Islander ● White
Gender	Student's gender	<ul style="list-style-type: none"> ● Female ● Male
Grade	Grade in which the student is enrolled during the test administration	<ul style="list-style-type: none"> ● Grades 3 through 12

Home Language	Language the student speaks at home	<ul style="list-style-type: none"> ● Arabic ● Burmese ● English ● Mandarin ● Spanish ● Unknown
Section 504 Plan	Student's Section 504 status	<ul style="list-style-type: none"> ● Not Section 504 Plan ● Section 504 Plan
Socioeconomic Status	Does the student qualify for Free and Reduced Lunch?	<ul style="list-style-type: none"> ● No ● Yes
Special Education	Does the student receive Special Education services?	<ul style="list-style-type: none"> ● Not Special Education ● Special Education

(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for—

- (i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and**
- (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.**

Indiana will continue to implement the current accountability structure while leveraging the new assessment design. Currently, Indiana considers those students who achieve At

Proficiency as proficient students for accountability reporting. As noted previously, the three designations for performance on the alternate are:

- LEVEL 1: Below Proficiency - Indiana students below proficiency have not met current grade level Content Connectors. Students may require significant support to develop the knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.
- LEVEL 2: Approaching Proficiency - Indiana students approaching proficiency have nearly met current grade level Content Connectors by demonstrating some basic knowledge, application, and skills. Students may require support to be on track for post-secondary education or competitive integrated employment.
- LEVEL 3: At Proficiency - Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated.

Selection Criteria

(a) Project narrative. (Up to 40 points)

The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--

(1) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--

- (i) The distinct purpose of each assessment that is part of the innovative assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and**
 - (ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)**
- (2) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--**
- (i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and**
 - (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and**
- (3) If the system will initially be administered in a subset of schools or LEAs in a**

State--

- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all schools statewide, with a rationale for selecting those strategies;**
- (ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and**

(iii) The SEA’s plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)

(b) Prior experience, capacity, and stakeholder support. (Up to 20 points)

(1) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—

(i) The success and track record of efforts to implement innovative assessments or innovative assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and

(ii) The SEA’s or LEA’s development or use of--

(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations

(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and

(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and complicity of annual

summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)

(2) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--

(i) The SEA's analysis of how capacity influenced the success of prior efforts to develop and implement innovative assessments or innovative assessment items; and

(ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)

(3) The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following:

(i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period.

(ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.

(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority.

(iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)

(c) **Timeline and budget.** (Up to 15 points)

The quality of the SEA's or consortium's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers--

(1) The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--

(i) The activities to occur in each year of the requested demonstration authority period;

(ii) The parties responsible for each activity; and

(iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and

(2) The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--

(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and

(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)

(d) Supports for educators, students, and parents. (Up to 25 points)

The quality of the SEA or consortium's plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--

(1) The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results; (5 points if factor (4) is applicable; 9 points if factor (4) is inapplicable)

- (2) **The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system; (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable)**
- (3) **The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act, needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) and**
- (4) **If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)**
- (e) **Evaluation and continuous improvement. (Up to 20 points)**

The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—

- (1) **The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); (12 points) and**
- (2) **The SEA’s or consortium’s plan for continuous improvement of the innovative assessment system, including its process for--**
 - (i) **Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and**
 - (ii) **Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually. (8 points)**

Project Narrative

Indiana underwent significant changes in assessment design initiating in 2017. At this time, Indiana law 20-32-5-1 allowed for the development of a new general education assessment. Additionally, in the midst of the transition and through considering the importance of a systematic approach to assessment, Indiana leveraged the opportunity to formalize a revised alternate assessment as well.

One of the key tenets of systems development is the notion of coherence. As noted by Marion, et al. (2018), Coherence allows for the vertical and horizontal progressions of content in assessment design to be maximized so that curriculum, instruction and assessment are considered as well as vertical progressions in the content. Without both of these features being addressed, assessment data is less meaningful. This notion of coherence was more broadly applied in Indiana through the development of both the general education and alternate assessment in parallel. Indiana considered that if standards are defined as a priority for a general education assessment, those same content ideals likely apply for the alternate population, as well.

A summary of the current assessment system is noted in Figure 14. Indiana approached assessment design in 2017 with the intent that each new assessment would be formalized leveraging a systematic process to allow for conclusions to be drawn about performance across assessment types. The details of these process steps are noted below.

Figure 14. Current Indiana Assessment System

	ILEARN	I AM	IREAD-3	ISPROUT	ISTEP+	WIDA
Purpose	Measures student achievement and growth according to Indiana Academic Standards (IAS).	Measures student achievement and growth for students with significant cognitive disabilities according to Indiana’s Content Connectors aligned to IAS.	Measures foundational reading to grade 3 students each spring.	Measures skills in children from infancy to kindergarten according to the Early Learning Foundations.	Measures student achievement beginning in grade 10.	Determines a student’s level of English proficiency.
Content Area	<ul style="list-style-type: none"> English / Language Arts (ELA) Mathematics Science Social Studies Biology U.S. Government (optional) 	<ul style="list-style-type: none"> ELA Mathematics Science Social Studies 	Foundations and Vocabulary Reading	<ul style="list-style-type: none"> Social and Emotional Skills ELA Mathematics Physical Development Science Social Studies 	<ul style="list-style-type: none"> ELA Mathematics 	English Language Proficiency In: <ul style="list-style-type: none"> Reading Writing Speaking Listening
Grades	<ul style="list-style-type: none"> 3-8 High School 	<ul style="list-style-type: none"> 3-8 High School 	3-5	Early Childhood	10	K-12
Vendor / Test Delivery Client	AIR Secure Browser	AIR Secure Browser	AIR Secure Browser	John’s Hopkins	AIR Secure Browser	DRC INSIGHT
Notes	No changes	No Changes	Grades 3-5 (first-time and retest students)	Replacing ISTAR-KR	First-time and retest administrations. Grade 10 will be assessed through cohort 2022. ISTEP+ Sunset found here .	No changes

The blueprints were constructed in 2018 for both ILEARN and I AM with the understanding that the test delivery would be a direct assessment to the student population for each assessment. ILEARN was established first based on the complexities of the licensed bank and the procurement process undertaken. The alternate assessment, I AM, followed thereafter. Overall, the content for the alternate assessment was distributed into reporting categories very

similar to the general education assessment. Test blueprint length is constant at 32 items across grades and content areas. Historically, Indiana solely utilized multiple-choice item types for the alternate assessment and this structure was confirmed during educator meetings formalizing the foundational components of the assessment.

Indiana approached the design of both assessments utilizing the evidence-centered methodology (Mislevy and Haertel, 2006). Through this model, content experts and Department staff considered at each process step the necessary evidence required to support the assertions that were ultimately captured in the performance level descriptors. For the general education assessment, this was evidence that students have met current grade-level standards. For the alternate assessment this evidence was used to support the claim that students met grade-level alternate standards and are on track for post-secondary or competitive employment.

Once educators composed the I AM blueprints, they crafted item specifications to specify how the Content Connectors should be assessed. As part of this process, educators will be assembled to review these items specification and determine if any of the Content Connectors would be better assessed using an observational or portfolio method versus a direct assessment method. These alterations to the item specifications will be inserted into the item specifications, with specific focus upon evidence statements, item types, and sample items. Most notably, rubrics indicating how credit should be awarded to those observations will be clearly articulated, and in some cases, these rubrics may offer below-grade level behaviors to examine during the observation. As noted previously, this would not result in a score for the student in relation to the assessment, but may offer additional information to parents and educators regarding the student's abilities.

Following this process, educators will convene to review current items constructed to measure the content of those Content Connectors now deemed appropriate for observational assessment.

Both assessments were operationalized in Spring 2019 for student participation. Standard setting established cut scores for each assessment in Summer 2019, with reporting to state, corporations and schools in August.

Feedback and Rationale for Change

Indiana is proud of the work undertaken so far to build a system of assessments for our students. However, even following the first operational year, the Department acknowledges challenges associated with trying to determine the best strategies to assess students with the most significant cognitive disabilities. While the limitations for the students that can be assessed with the alternate assessment remain at 1 percent, we know the population of students offered this assessment are diverse in their abilities and needs. As such, there are limits and likely large amounts of error associated with the items utilized to assess this population. IDOE struggles to determine if the current measure and overall indication of performance is the most valid value associated with the student's true ability. Therefore, we started to gather additional information about the structure of the assessment and other test designs that might supplement what we have recently undertaken as a state.

Our program lead for the alternate assessment dedicated time to researching and identifying alternate methods utilized by other states and consortia that we might be able to leverage as a long term plan. While a singular model that is most appropriate was not explicitly defined through this research, additional options for performance-based assessments were

identified. These models include Computer-Adaptive Tests (CATs), three-part stage adaptive assessments, and the learning map model.

Several states, including South Carolina, Idaho, and Wyoming, have joined a consortia with American Institutes for Research (AIR) to build a robust pool of items to be utilized as part of the CAT. Ohio will utilize a computer-adaptive model for the 2019-2020 alternate assessment administration using items that have been developed specifically for the state.

While many states are currently using a two-part stage adaptive assessment, our program lead was unable to identify any states using a three-part stage adaptive model. A test administered in three stages would provide a greater opportunity for students to receive items that are more closely aligned to their ability level.

The learning map model, most specifically Dynamic Learning Maps (DLM), is utilized in several states, including Arkansas. It represents individual concepts and skills in points called nodes. Students who take DLM assessments are instructed and assessed on Essential Elements, which are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. DLM assessments are tailored to measure each student's academic achievement with the help of linkage levels, or a small collection of nodes. Target linkage levels are closely aligned with the knowledge, skills, and understandings described by that Essential Element. However students who have not yet reached the target may instead be assessed at a precursor linkage level which precedes the target. The learning map model helps parents and educators guide students to success by showing them where a student is now, where the student has been, and where the student is going. For this reason, it can be compared to a common road map.

Indiana acknowledges the challenges of prior and current implementation for alternate assessments. Historically, programs utilized a single delivery of item types to generate a student score or leveraged a single portfolio model to generate a score which was plagued with reliability issues, and placed additional burden on educators who administered them. Indiana plans to dedicate the first year of implementation of this project solely on research and development to ensure that past practices and strengths could be employed while also minimizing the risk of creating additional challenges by implementing lessons learned from past practices. We look forward to engaging with the research organization and Indiana's Technical Advisory Committee (TAC) to ensure quality test design and policy principles are considered from the onset.

Furthermore, IDOE conducted a Feedback Survey for the 2019 administration of I AM that was available beginning Friday, May 17 and closed on Monday, June 3, 2019. 286 educators completed the survey. Several of the survey questions addressed test length and the time it took for students to complete I AM. Please see the results of these questions below.

Question One asked whether the test length (number of items) was appropriate for each content area assessed. Of those that responded, 4% strongly agreed, 22% agreed, 35% disagreed, and 39% strongly disagreed. This reinforces the perspective from educators that changes in the assessment may be beneficial to sufficiently understand what students know and can do in relation to the content.

Question Two asked how many items (both operational and field test) would be most appropriate for this population of students while still accurately measuring mastery of content. Less than 1% said between 40 and 45 items per content area, 11% said between 35 and 40 items,

and 88% said fewer than 35 items per content area. This reinforces the notion that educators prefer a shorter assessment for this population.

Question Three asked whether the total testing time (amount of time it took the students to complete the test) was appropriate for the content areas assessed. Of those that responded, 5% strongly agreed, 37% agreed, 35% agreed, and 22% strongly disagreed. Educators felt strongly that the number of items on the 2019 I AM assessment was not appropriate. Most educators felt that 35 items or less per grade-level and content area would be most appropriate for this population of students. The I AM blueprints require a minimum of 32 items. Creating an assessment with 35 items or less would mean a maximum of three field test items per grade level and content area assessment. This would result in fewer items added to our I AM pool.

More educators felt the total testing time, or the amount of time it took the students to complete the test, was appropriate. This would indicate that while the test had many items, the students did not spend a significant time on each one. AIR compiled timing data for the I AM assessments. The figure below shows an average completion time in minutes for each grade and subject area test. The times listed on Figure 2 indicate the total time spent testing for both Segments 1 and 2. Most students were able to complete both segments of Mathematics, Science, and Social Studies in less than thirty minutes. On average, the ELA assessments did take students longer to complete.

Figure 2. 2019 Timing Data for I AM: Average Testing Time in Minutes

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
ELA	32	35	38	36	38	42	35
Mathematics	23	22	24	24	24	25	26
Science	N/A	21	N/A	22	N/A	N/A	23
Social Studies	N/A	N/A	25	N/A	N/A	N/A	N/A

Additional concerns with the I AM assessment included the following:

- During the 2019 administration, 444 (7.09%) students were identified as having No Mode of Communication and were not required to complete the assessment. Educators responded that the identification process for these students was not clear, and likely resulted in some students not being properly identified.
- Test administrators expected a more distinct barrier between Segments 1 and 2. This barrier was permeable and allowed them to continue onto Segment 2 even though IDOE guidelines asked these segments be administered on separate days. This resulted in several testing irregularities.

- Educators felt the Text-to-Speech used for online testing was not accessible for students. This was due to a robotic sounding voice, random pauses occurring in the middle of sentences, and mispronunciations.

The alternate assessment in a traditional format can be very challenging for student engagement. First, the students are identified as those with significant cognitive disabilities. In Indiana, the Case Conference Committee must indicate that the student meets all of the following criteria to qualify for participation in this assessment. The four criteria are noted below:

1. Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.
3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.
4. Goals listed in the Individualized Education Program (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).

The alternate population, commonly referred to as the 1 percent population, also engages and demonstrates their content knowledge in various ways. Indiana utilizes a Learning Characteristics Inventory (LCI) (Kearns, Kliener, Kliener, & Towles-Reeves, 2006) for educators to provide additional details about this population by completing eleven questions prior to the student engagement in the assessment. The figures below highlight some of the key findings from the LCI based on completion alongside the assessment in 2019.

Figure 3. 2019 LCI Data

LCI Question/Answer Options	Number	Percent
What is the student’s primary classroom setting?		
Regular school, general education class inclusive (student in general education classes, special education services are primarily delivered in the general education classes) - at least 80% of the school day is spent in general education classes	259	3.55%
Regular school, resource room/general education class, student receives resource room services, but in general education classes 40% or more of the school day	810	11.11%
Regular school, primarily self-contained special education classroom, some academic inclusion in general educational classes (reading, mathematics, science, in addition to specials), but in a general education class less than 40% of the school day	1253	17.19%
Regular school, self-contained special education classroom, some non-academic inclusion (student goes to art, music, PE), but returns to special education class for most of the school day	4545	62.37%
Special school	417	5.72%
Will the student use any assistive technology devices on the assessment?		
No assistive technology devices will be used	5415	74.31%
Alternate computer input/access devices (e.g., keyboards including alternate layout, mouse, joystick, touch screen)	565	7.75%
Alternate pointing system	788	10.81%
Symbols of all types (e.g., objects, tactile, raised line drawings, photos)	102	1.39%

Eye gaze board	65	0.89%
Magnification devices	36	0.49%
Switches	65	0.89%
Other	248	3.40%
Expressive Communication		
Uses symbolic language to communicate (e.g., verbal or written words, signs, braille, or language-based augmentative systems)	5218	71.60%
Uses intentional communication, but not at a symbolic language level to clearly express a variety of intentions (e.g., gestures, pictures, etc.)	1248	17.12%
Communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate	817	11.21%
Receptive Language		
Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues	3401	46.69%
Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions	2994	41.10%
Alerts to sensory input from another person (e.g., auditory, visual, touch, movement), BUT requires actual physical assistance to follow simple directions	694	9.52%
Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell)	194	2.66%

Motor		
No significant motor dysfunction that requires adaptations	6296	86.43%
Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)	296	4.06%
Uses wheelchair, positioning equipment, and/or assistive devices for most activities	265	3.63%
Needs personal assistance for most/all motor activities	426	5.84%
Hearing		
Hearing within normal limits	6812	93.53%
Corrected hearing loss within normal limits	151	2.07%
Hearing loss aided, but still with significant loss	105	1.44%
Profound loss, even with aids	49	0.67%
Unable to determine functional use of hearing	165	2.26%
Vision		
Vision within normal limits	5013	68.83%
Corrected vision within normal limits	1863	25.58%
Low vision (uses vision for some activities of daily living)	245	3.36%
No functional use of vision for activities of daily living, or unable to determine functional use of vision	161	2.21%

Engagement		
Initiates and sustains social interactions	4216	57.88%
Responds with social interaction, but does not initiate or sustain social interactions	2198	30.17%
Alerts to others	761	10.44%
Does not alert to others	107	1.46%
Mathematics		
Applies computational procedures to solve real-life word problems	795	10.91%
Completes computational procedures	3579	49.14%
Counts by rote to 5	957	13.14%
Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items	993	13.63%
No observable awareness of numbers	958	13.15%
Reading		
Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.)	309	4.24%
Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille	2006	27.54%
Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille	2618	35.95%

Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text	1342	18.42%
No observable awareness of print or braille	1007	13.82%
Writing		
Conveys thoughts in complete sentences using correct spelling, grammar, and writing mechanics	728	9.99%
Writes words or sentences from a model or uses word cards or sentence strips to compose a complete sentence	3520	48.33%
Uses pictorial representations to convey thoughts; writes alphabet letters on demand; writes name	1083	14.87%
Locates print; understands that print has a purpose; recognizes name in print	1056	14.50%
No observable awareness or use of print	895	12.29%

The data from the LCI demonstrates extreme variability in the alternate population. For example 75% do not use assistance devices to engage in the assessment. However, 25% of the population utilize alternative means to engage in the assessment. With regards to content engagement, about 10-15% struggle with very basic levels of understanding. As such, it is important to consider if other assessment designs may better serve this population to gather additional details about what they know and can do.

Additional data pulled from the 2019 administration of I AM includes the primary disability category of students taking the alternate assessment. This data is illustrated below in Figure 4.

Figure 4. Primary Disability Categories for 2019 Alternate Testers

Primary Disability Category	Number of Students	Percent of Students
00 = Not Applicable to this student (i.e., Not a special education student)*	37	0.53%
01 = Multiple Disabilities	899	13.06%
02 = Orthopedic Impairment	104	1.51%
03 = Blind or Low Vision	21	0.31%
04 = Deaf or Hard of Hearing	40	0.58%
05 = Emotional Disability (Full Time)	73	1.06%
06 = Emotional Disability (Other)	8	0.12%
07 = Specific Learning Disability	62	0.90%
08 = Developmental Delay (Ages 3-5A only)	9	0.13%
09 = Language or Speech Impairment	15	0.22%
10 = Mild Cognitive Disability	1457	21.18%
11 = Moderate Cognitive Disability	1624	23.61%
12 = Severe Cognitive Disability	128	1.86%
14 = Deaf-blind	6	0.09%
15 = Autism Spectrum Disorder	2023	29.41%
16 = Traumatic Brain Injury	52	0.76%

17 = Other Health Impairment	321	4.67%
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*IDOE believes this is a data reporting error.

Based on the feedback solicited from educators and additional data regarding this population, these students may benefit from a more thoughtful assessment design, constructed to collect information over time about their level of mastery. Additionally, by reviewing the specific disabilities associated with this population, many have very specific needs which make engagement with a static test form problematic. In other words, a single test form presented at the end of the year following the typical assessment design for a summative assessment may not work well for them.

The strongest rationale for asserting additional changes to the test design is that Indiana believes there is much research still to be undertaken in serving the alternate population well in assessment and we are committed to continuing to improve these assessment practices for our most vulnerable student populations.

Initial Steps to Considering Revised Assessment Design

I AM deployed in Spring 2019. I AM was required for students that met the criteria as previously noted in grades 3-8 for ELA and Mathematics, Grades 4/6 for Science, high school Biology and grade 5 Social Studies. I AM is a stage-adaptive summative assessment given at the end of the school year. For example, the test window in Spring 2019 was April 8, 2019 - May 17, 2019.

The current test design for I AM deploys 20 items in Part 1 operationally. The performance in Part 1 determines placement into Part 2. Part 2 is differentiated into three test forms: Form A, B and C. Form A is constructed from the easiest items and Form C is the most difficult.

As stated earlier, I AM leverages content priorities utilized in ILEARN. The main exceptions are managed through accessibility features allowing for additional flexibility in relationship to the content. All students taking the alternate assessment are provided with Text-to-Speech (if testing online), or receive access to a Human Reader if testing on paper as an accommodation. For the 2020 administration, a Human Reader can be used in lieu of Text-to-Speech for online testers if Text-to-Speech is not accessible for students and Human Reader is included as an accommodation in the student's IEP. Additionally, all students taking I AM are tested individually. Students may use an alternate indication of response to note their answer choice. This means that a student could select an answer response verbally, by pointing, using eye gaze, or through another form of assistive technology rather than marking their choice online or on paper.

In I AM, caution is exercised in the number of field test items utilized in the assessment as well. Based on constraints in the item bank for year one, students engaged in 15 field test items. From the survey feedback, this was scaled down to six items anticipated for the 2020 field test design. A challenge with the field test in an alternate assessment setting is that states have a very small population engaging in the assessment.

Figure 5 shows the total number of students who participated in the 2019 administration of I AM by grade level and content area.

Figure 5. Total Number of Students Who Participated in I AM During the 2019 Administration

ELA		Mathematics		Science		Social Studies	
Grade	Number Tested	Grade	Number Tested	Grade	Number Tested	Grade	Number Tested
3	766	3	765				
4	841	4	840	4	838		
5	877	5	873			5	867
6	1016	6	1009	6	1001		
7	1042	7	1045				
8	1157	8	1158				
10	1141	10	1140	Biology	1067		

In total, 6,844 students participated in the 2019 I AM administration. As a result, in some cases as few as 116 students engaged with a field test item.

In many other states, the direct assessment model is utilized with students. Some use the two-part stage-adaptive model, similar to I AM. Many are now also moving towards a computer-adaptive model. Some of these states, including South Carolina, Idaho, and Wyoming, have joined a consortia with AIR. Ohio will utilize a computer-adaptive model for the 2019-2020 alternate assessment administration using items that have been developed specifically for Ohio. Still, other states have adopted a learning map model, most specifically using Dynamic Learning Maps (DLM). Again, DLM assessments represent individual concepts and skills in points called nodes. Students who take DLM assessments are instructed and assessed on Essential Elements,

which are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. DLM assessments are tailored to measure each student's academic achievement with the help of linkage levels, or a small collection of nodes. Target linkage levels are closely aligned with the knowledge, skills, and understandings described by that Essential Element, however students who have not yet reached the target may instead be assessed at a precursor linkage level which precedes the target. The learning map model helps parents and educators guide students to success by showing them where a student is now, where the student has been, and where the student is going. For this reason, it can be compared to a common road map.

Indiana acknowledges the challenges of prior and current implementation for alternate assessments. Therefore, Indiana plans to dedicate the first year of implementation of this project solely on research and development to ensure that past practices and strengths could be employed while also minimizing the risk of creating additional challenges by implementing lessons learned from past practices. We look forward to engaging with the research organization and Indiana's Technical Advisory Committee (TAC) to ensure quality test design and policy principles are considered from the onset.

Proposed Design for I AM²

Given the challenges with current test designs, small number of students participating in the assessment, large variability in the population and how the assessment can be accessed, and concerns over test length and time for this population, Indiana requests support to pursue an alternative model for the alternate assessment. This assessment will be branded as Indiana's Alternate Multiple Measures, or I AM², allowing for the inclusion of multiple measures to create a broader and hopefully more precise representation of what a student knows and can do.

Small educator focus groups were convened during two sessions in late 2019 to offer insight into the proposed three options:

1. Through-course assessment of the I AM blueprint to allow students to engage in the test event over time
2. Insertion of observation ratings during a through-course assessment to allow less emphasis on the direct assessment component for this population
3. Insertion of portfolio measures during a through-course assessment to allow less emphasis on the direct assessment component for this population. Portfolios could potentially include student videos or writing samples in addition to the teacher's evaluation of these components.

Through these initial conversations with educators, Indiana received feedback that an alternative assessment design would be preferred for this population. They mentioned some of the same challenges that were also highlighted through the feedback survey such as test length and the ability of an assessment to reflect what a student may know. As one educator stated, "We have a wide variety of learners, learning styles, and ability levels. We do students a disservice by NOT finding assessments that show their skills."

The proposed design would allow for observational ratings in addition to a small set of direct assessment items over the course of four intervals throughout the year; one at the end of each quarter. In addition to the observations, evidence to support these ratings would also be collected. This could be used as a means to audit the ratings and allow others in the corporation to complete additional ratings to ensure calibration of the intended value. Figure 6 highlights this model.

Based on this feedback, Indiana prefers to engage in a thoughtful transition to the new assessment design. Ideally, this would allow two years of research on the following questions prior to piloting a new assessment design with corporations. The research questions would be: 1) What methods should be utilized in creating diverse assessments items that provide valid indications of student ability? 2) What other means of collecting evidence about student performance allow for valid and reliable data for the alternate population? 3) In what ways can the summative assessment be segmented to allow for the capturing of student response information and evidence over time? 4) What research-based methods support a transition to a new model of assessing the alternate population?

In the first year of the transition, Indiana intends to focus on research to support the transition to a new test design for the alternate assessment. Over the recent decades, alternate assessments have received more attention, but there continues to be a large gap in understanding how this population participates in cognitive activities and the best means to collect data associated with these cognitive activities. As a result, Indiana intends to procure research organizations to conduct research within Indiana, solicit feedback from experts in this field, and review current research to develop recommendations about a through-course model and observational tools, and how these may be implemented for the alternate population.

The proposed model, firmly rooted on research, would be piloted in two to three corporations during the second year of implementation. The training conducted during this time would be an additional element of study as the reliability with observational assessments can be problematic if not fully calibrated from the onset. Indiana recently transitioned to a new early childhood assessment, ISPROUT, which relies on educator ratings to inform the overall snapshot of student growth between assessment intervals. Utilizing research-based practices, combined

with lessons learned through the implementation of ISPROUT, would be utilized in creating best practices for the I AM assessment.

Operational Steps Needed to Revise Current Alternate Assessment

To revisit the alternate assessment design, Indiana intends to focus on research components during year one. However, the following process steps will be undertaken regardless of research outcomes and recommendations.

- **Blueprint confirmation:** Indiana will convene a panel of educators per grade span and content area to review the existing I AM blueprints. Each panel will consist of six to eight special education educators specifically serving the student population with significant cognitive disabilities. The purpose of this convening will be to review the current content priorities and determine if any priorities would be revised if observational components or evidence based measures would allow for additional areas of flexibility within the existing blueprint.
- **Item Specifications Development:** Indiana will convene an educator panel (two to three special education educators and general education educators most familiar with the content) per content and grade span to create item specifications for those content connectors deemed most appropriate for the observational or evidence-based components. These specifications will include the progression of skills to be documented along with a sample rubric to ensure calibration of the raters. Item specifications will additionally be evaluated by an external research organization familiar with observational measures to offer feedback prior to piloting these with any educators or students.
- **Item and Task Development:** Indiana will procure an external organization to develop observational and evidence-based items from the item specification committee meetings.

These items will flow back to the item specifications committee to ensure the intent of the original design for each content connector along with the alignment components are maintained. As noted previously, some off-grade level content may be included to document current performance, but will not contribute to an overall accountability rating.

- **Educator Training:** Educator training will occur annually for both the current iteration of the alternate assessment, I AM and the revised design, I AM². It is especially critical in moving to an observational assessment component that calibration of evaluators if single or double-reads are provided be calibrated well. The training in the initial years will leverage existing practices from Indiana’s current ISPROUT assessment. This includes, but is not limited to, training scenarios that require educator completion of training videos and evaluation of student work annually in order to be certified to both administer and score the assessment. Further evidence and best practices collected during the initial phase of this project will be implemented to ensure calibration and to maintain reliability for these observational measures.
- **Standards Validation:** Indiana does not intend to reset the cut score from I AM established in Spring 2019. However, a panel of six to eight educators per grade and content area will be established to review the performance of the students following each pilot year in comparison to the content expectations set forth in 2019. These validations will ensure that the overall proficiency established in 2019 can be retained for the revised assessment design.

In the first year of the transition, Indiana intends to focus on the research to support the transition to a new test design for the alternate assessment. Over the recent decades, the prominence of the alternate assessment has slowly moved to the forefront, but there continues to

be a large gap in understanding how this population participates in cognitive activities and also the best means to collect the data associated with these cognitive activities. As a result, Indiana intends to procure research organizations to conduct research within Indiana, solicit feedback from experts in this field, and review current research to develop recommendations about a through-course model and how this may be implemented for the alternate population. Indiana has collaborated in the recent past on project with edCount, HumRRO, Center for Assessment, Wested, and Johns Hopkins to ensure national standards of assessment are maintained throughout assessment development practices. We intend to leverage existing relationships and expertise to support this newest area of interest for the state. However, Indiana must procure research organizations through a competitive bid process following grant award.

Indiana's assessment team consists of team members vested in content development efforts and familiar with creating new assessments including items, rubrics and scoring specifications. Dr. Charity Flores began her assessment career at IDOE in 2006 while transitioning the state testing program from a Fall to Spring assessment and initiating new scoring specifications for Mathematics hand-scored items. She also supported the State's transition to the PARCC consortium in 2010, which Indiana later disengaged. From 2012-2015, she managed program development efforts at CTB/McGraw-Hill overseeing Smarter Balanced's \$53 million item development effort contracted with the organization. She transitioned to Smarter Balanced during the reevaluation of state educator-managed item development and performance tasks. She returned to IDOE in 2017 to oversee the development of two new assessment programs legislated in the state.

Dr. Kristine David leads the content development team at IDOE. Her experience in special education, educational psychology with an emphasis in research design, educational

measurement, and development afford Indiana the benefit of maintaining the measurement standards while also considering thoughtfully the student population assessed by the alternate component. Dr. David's team also consists of strong assessment development staff members including Andrew Jones and Erin Thompson, both with over a decade of assessment development perspectives. The content team has worked diligently with Indiana educators in the development of the ILEARN and I AM assessments, most specifically with the blueprints, item specification, and performance level descriptors.

As noted previously, Indiana historically has collaborated with several research organizations in the past to evaluate and support assessment design principles. Based on state requirements, Indiana will procure external organizations to support the research, formulation of items specifications, item development, rubrics, scoring and training associated with implementation.

Upon grant award, Indiana intends to renew the current contract to allow for the continuation of the current iteration of the alternate assessment. In parallel, Indiana will procure a research organization to support special studies in year one and recommendations for development as a result of these studies. External organizations will also be sought to lead the educator discussions for the blueprint, item specifications, item development and standards validation efforts. Based on current designs, Indiana will likely pursue a large-scale procurement to both sustain the current implementation and deploy the revised test design through year five no later than 2022.

Indiana's content development team has developed initial mockups of specifications and items for the revised test design. Specifically, the content connector: *7.W.6.1e.a.1: Use simple, compound, complex, and compound-complex sentences within writing when appropriate*, may be

considered for evaluation in an observational mode. Item specification IAM2_ELA_7.W.6.1e.a.1 [Document 4.9] illustrates an evidence statement and rubric that could be utilized to assess this high priority content connector through observation. Likewise, the content connector: *MA.4.M.1.a.1: Measure length to nearest quarter-inch*, could also be assessed more authentically through an observational methodology per the I AM2_MA_4.M.1.a.1 item specification [Document 4.10].

Indiana intends to leverage two recent efforts in consideration of the training of educators for this initiative. Indiana conducted onsite regional trainings in Spring 2019 when transitioning to the current alternate assessment, I AM. These were designed as all-day sessions for educators to familiarize themselves with the policy initiatives associated with the new assessment while also engaging in the system and having access to direct technical support. For ISPROUT, Indiana engaged in a train-the-trainer model. This allowed for direct access by a single representative at each location, but each educator did not have direct access to the same level of training. In the ISPROUT design, educators participated in video modules which required calibration to activities mirroring the true scoring experience to be used with the assessment.

For I AM², we intend to use a train-the-trainer approach for all new Test Administrators. In addition, to qualify for scoring the observational components, educators must pass a calibration set of materials based on evidence accumulated during years one and two of the grant cycle. Indiana may determine through implementation that a second score be needed to validate the initial review by the Test Administrator (i.e., classroom teacher) and maintain reliability thresholds.

Figure 15 highlights a proposed training model locally followed by a sample agenda for this training.

Figure 15. I AM² Proposed Training Plan

	Year One	Subsequent Years
Direct Assessment Items	Each corporation will send 1-2 administrators to a regional training provided by IDOE. These administrators will serve as trainers for their district. These regional trainings will be a half day in length. Trainers will receive instruction on how to train new Test Administrators to administer direct assessment items to students. All training resources will be provided by IDOE. The regional trainings will occur during the spring. Corporations will be expected to train all new TAs by the beginning of the school year. Completion of TA training must be documented locally. TA trainings can occur over one half day session or multiple shorter sessions as determined by the district's trainers.	The train-the-trainer model may continue for any TA who has previously administered I AM ² , or this component can be included in the online training modules and certification for those TAs who have already completed a live training.
Observational Component	IDOE will create a set of online modules that will include ten sets of videos and rubrics. During each module, Test Administrators must score a student's performance using the provided rubric. A TA score of 80% (8/10 students correctly scored using the provided rubric) or higher must be obtained in order to become certified to administer the observational component of I AM ² .	The online training modules and certification course will continue each year of administration. TAs must complete this course annually in order to administer I AM ² .

Sample Training Agenda

Pre-work Activity: Review Pre-work Slides

- The Shift to Indiana's New Alternate Assessment

- Understanding the New Test Design

Live Regional Training:

7:30 - 8:00 Registration

8:00 - 8:20 Welcome, Brief Review of Pre-work Activity

8:20 - 9:45 Administering Direct Assessment Items, Using the Online System

9:45 - 11:30 Observational Component - Using the Rubrics and Scoring

11:30 - 11:45 Break

11:45 - 12:45 Preparing for Your Training

12:45 - 1:00 Wrap Up and Questions

For I AM², Indiana intends to manage participation from a research approach in year one to full implementation for year five. Figure 16 highlights the extent to which the implementation is based on volunteer versus requirement for local school corporations. Indiana will utilize a model similar to the methodology applied for the cognitive lab study in 2018 to determine specific corporations and schools to implement the test design in years three and four. This will be based on student characteristics to ensure the state has a sample (see Figure 17) that accurately mirrors the 1 percent population of students in Indiana. Considerations include region and disability category. One will notice the Central Region comprises one half of the sample while the Northern and Southern regions each comprise one fourth. This is due to the population of those regions. The key disabilities were populated based on the data found in Figure 4. One will see that Autism Spectrum Disorders and Mild and Moderate Cognitive Disabilities are the most common disabilities found in students who took I AM in 2019.

Figure 16. Intended Delivery Model

Year One	Year Two	Year Three	Year Four	Year Five
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2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Research and development	Identify 2-3 corporations from AIAG to implement revised test design (i.e., I AM ²)	25% of the corporations utilizing the new design	50% of the corporations utilizing the new design	Full implementation
No recruitment required.	Volunteer basis.	Required sample for participation.	Required sample for participation.	All corporations required.

Figure 17. Proposed Sample for Year Three and Year Four

Year 3: 2022-2023	North Region: 1/4 of Total Sample (375 students)	Central Region: 1/2 of Total Sample (750 students)	South Region: 1/4 of Total Sample (375 students)
Key Disabilities:			
Autism Spectrum Disorders	150 students	300 students	150 students
Moderate Cognitive Disabilities	110 students	220 students	110 students
Mild Cognitive Disabilities	95 students	190 students	95 students
Other Disabilities:			
Multiple Cognitive Disabilities	10 students	20 students	10 students
Orthopedic Impairment	10 students		
Severe Disabilities			10 students
Other Disabilities		20 students	

Year 4: 2023-2024	North Region: 1/4 of Total Sample (750 students)	Central Region: 1/2 of Total Sample (1500 students)	South Region: 1/4 of Total Sample (750 students)
Key Disabilities:			
Autism Spectrum Disorders	300 students	600 students	300 students
Moderate Cognitive Disabilities	150 students	400 students	150 students
Mild Cognitive Disabilities	150 students	400 students	150 students
Multiple Cognitive Disabilities	100 students	200 students	100 students
Other Disabilities:			
Traumatic Brain Injury	15 students		
Deaf or Hard of Hearing	15 students		
Emotional Disabilities		30 students	
Specific Learning Disabilities		30 students	
Severe Cognitive Disabilities		40 students	
Blind or Low Vision			15 students
Orthopedic Impairment			20 students
Deaf-Blind			15 students

Other Disabilities	20 students		
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The implementation model will remain consistent as we grow the pilot program to full scale implementation. The benefit of only applying the revised test design to a small group in year one allows Indiana to develop and refine both items and subsequent training requirements. It is a common practice in the Department to evaluate and apply lessons learned to ensure that growth efforts continue to be undertaken for the success of the program and to benefit students. We acknowledge in-person training and dedicated resource time to support this is an extensive burden. However, this model ensures a consistent message and engagement by all educators ultimately responsible for delivering the new assessment.

The clear development of the rubrics assists teachers in providing consistent scores. Teachers found implementing rubrics for the early childhood assessment, ISPROUT, to be easier when clear indicators are provided and visually separated. Each level of the rubric should indicate a higher level of difficulty or complexity. Examples of the indicators assist teachers in appropriately scoring students when they are unique, but can be generalized to meet a variety of situations. Determining the appropriate number of level descriptors for the learning progressions may improve accuracy as well by reducing repetition of skills or behaviors. Information regarding appropriate accommodations is also helpful with the understanding it is not possible to list all accommodations for each descriptor. Educators are encouraged to include regular adaptations used in their typical learning environment. Professional development and support of the administrators are key in the effectiveness of the implementation of observational assessments (WestEd, 2016).

As noted previously, Indiana historically has collaborated with several research organizations in the past to evaluate and support assessment design principles. Based on state requirements, Indiana will procure external organizations to support the research, formulation of items specifications, item development, rubrics, scoring and training associated with implementation.

Indiana spear headed changes for accessibility and accommodations in 2017, beginning with the establishment of the accessibility specialist position. Additionally, we have contracted with national experts to advise on calculator usage and features as we transitioned to a new assessment. We established an advisory group to inform best practices, and developed new accessibility guidance and training to support implementation. We added some additional features and accommodations to I AM and ILEARN. Previously ISTAR did not have Stacked Spanish, Streamline Mode, Permissive Mode, or Text-to-Speech that were added to I AM. Beginning in 2020 I AM and ILEARN both added an Accommodated Fixed Form as an accommodation for students that are deaf or hard of hearing. The accommodated fixed form is an online assessment that is not adaptive for students. It allows these students to utilize their school employed interpreters to sign to them using a reader's script. This new accommodation was added after collaborating with the Accessibility and Advisory Group that not all students know and understand ASL. ASL videos are still available for students familiar with that sign system, however the addition of an accommodated fixed form will allow students to access their interpreter using the familiar sign system they know best.

The project timeline noted below characterizes a high-level project schedule for the pilot and implementation during the next five years. IDOE will leverage an existing contract with Publishing Solutions Group for program management support managed by Colleen Joyce and

Brenda Merken. Additionally, IDOE maintains a contract manager, Cheryl Perkins to oversee the procurement steps required as noted in the table below. Dr. Flores, serving the lead point of contact for the grant award served as Senior Program Manager in her previous assessment positions overseeing project initiation and implementation for state assessment programs.

As noted previously, Indiana intends to evaluate research outcomes, specifically the ability to ensure comparability following each annual cycle until successful. This will be conducted as part of the annual project review with TAC.

Figure 18. Project Timeline

Year	Activity	Month Start	Month End	Owner
2020-2021	Grant Award	April, 2020	April, 2020	U.S. Department of Education
2020-2021	Development of Project Schedule	May, 2020	May, 2020	IDOE/PSG (PM Support)
2020-2021	Project Kickoff	May, 2020	May, 2020	IDOE, Corporations, Support Organizations
2020-2021	Begin Recurring Project Meetings	June, 2020	May, 2025	IDOE
2020-2021	Draft SOW, Release RFP and Contract with Research Organizations	June, 2020	September, 2020	IDOE
2020-2021	Establish Contract for External Reviewer	June, 2020	September, 2020	IDOE
2020-2021	Confirm Advisory Group Corporations for Participation in Year Two	June, 2020	March, 2021	IDOE
2020-2021	Draft Research Design and Engage TAC members	September, 2020	December, 2020	IDOE/Research Organization
2020-2021	Draft SOW, Release RFP and Contract with Content Organizations	September, 2020	December, 2020	IDOE
2020-2021	Implement Research Study	December, 2020	March, 2021	Research Organization

2020-2021	Create model tasks for educator review	February, 2021	May, 2021	IDOE/Content Development Organization
2020-2021	Draft Teacher Training elements	April, 2021	May, 2021	IDOE/Content Development Organization
2020-2021	Conduct educator review of items and training materials	June, 2021	June, 2021	IDOE/Content Development Organization
2020-2021	Revise Items and Training Materials for Year 2	July, 2021	July, 2021	IDOE/Content Development Organization
2020-2021	Draft Year One Report Summary	August, 2021	August, 2021	IDOE and Contracted Organizations
2020-2021	TAC Review	October, 2021	October, 2021	IDOE and TAC
2020-2021	External Review	December, 2020	August, 2021	Garrett Consulting
2021-2022	Review of Year Two Project Schedule	May, 2021	May, 2021	IDOE/PSG (PM Support)
2021-2022	Annual Meeting (Project Review)	May, 2021	May, 2021	IDOE, Corporations, Support Organizations, Content Development and Research Organizations
2021-2022	Develop Pilot Study Plan for TAC Review	May, 2021	July, 2021	IDOE/TAC
2021-2022	Implement Pilot Study (2-3 corporations)	September, 2021	May, 2022	IDOE and Contracted Organizations

2021-2022	Finalize Administration Plans and Deployment	June, 2021	September, 2021	IDOE/Primary Assessment Vendor
2021-2022	Finalize Educator Training Materials and Conduct Training	September, 2021	December, 2021	IDOE/Research Organization/Content Development Organization
2021-2022	Conduct Standards Validation	April, 2022	June, 2022	IDOE/Research Organization
2021-2022	Continuous Improvement Review	May, 2022	May, 2022	IDOE and Contracted Organizations
2021-2022	Revise Items and Training Materials for Year 3	July, 2021	July, 2021	IDOE/Content Development Organization
2021-2022	Draft Year Two Report Summary	August, 2021	August, 2021	IDOE and Contracted Organizations
2021-2022	TAC Review	October, 2022	October, 2022	IDOE and TAC
2021-2022	External Review	September, 2020	August, 2021	Garrett Consulting
2022-2023	Review of Year Three Project Schedule	May, 2022	May, 2022	IDOE/PSG (PM Support)
2022-2023	Annual Meeting (Project Review)	May, 2022	May, 2022	IDOE, Corporations, Support Organizations, Content Development and Research Organizations
2022-2023	Develop Pilot Study Plan for TAC Review	May, 2022	July, 2022	IDOE/TAC

2022-2023	Implement Pilot Study (25%)	September, 2022	May, 2023	IDOE and Contracted Organizations
2022-2023	Finalize Administration Plans and Deployment	June, 2022	September, 2022	IDOE/Primary Assessment Vendor
2022-2023	Finalize Educator Training Materials and Conduct Training	September, 2022	December, 2022	IDOE/Research Organization/Content Development Organization
2022-2023	Conduct Standards Validation	April, 2023	June, 2023	IDOE/Research Organization
2022-2023	Continuous Improvement Review	May, 2022	May, 2022	IDOE and Contracted Organizations
2022-2023	Revise Items and Training Materials for Year 4	July, 2023	July, 2023	IDOE/Content Development Organization
2022-2023	Draft Year Three Report Summary	August, 2023	August, 2023	IDOE and Contracted Organizations
2022-2023	TAC Review	October, 2023	October, 2023	IDOE and TAC
2022-2023	External Review	September, 2022	August, 2023	Garrett Consulting
2023-2024	Review of Year Four Project Schedule	May, 2023	May, 2023	IDOE/PSG (PM Support)
2023-2024	Annual Meeting (Project Review)	May, 2023	May, 2023	IDOE, Corporations, Support Organizations, Content Development and Research Organizations

2023-2024	Develop Pilot Study Plan for TAC Review	May, 2023	July, 2023	IDOE/TAC
2023-2024	Implement Pilot Study (50%)	September, 2023	May, 2024	IDOE and Contracted Organizations
2023-2024	Finalize Administration Plans and Deployment	June, 2023	September, 2024	IDOE/Primary Assessment Vendor
2023-2024	Finalize Educator Training Materials and Conduct Training	September, 2023	December, 2023	IDOE/Research Organization/Content Development Organization
2023-2024	Conduct Standards Validation	April, 2024	June, 2024	IDOE/Research Organization
2023-2024	Continuous Improvement Review	May, 2024	May, 2024	IDOE and Contracted Organizations
2023-2024	TAC Review	October, 2024	October, 2024	IDOE and TAC
2023-2024	Revise Items and Training Materials for Year 5	July, 2024	July, 2024	IDOE/Content Development Organization
2023-2024	Draft Year Four Report Summary	August, 2024	August, 2024	IDOE and Contracted Organizations
2023-2024	External Review	September, 2023	August, 2024	Garrett Consulting
2024-2025	Review of Year Five Project Schedule	May, 2024	May, 2024	IDOE/PSG (PM Support)

2024-2025	Annual Meeting (Project Review)	May, 2024	May, 2024	IDOE, Corporations, Support Organizations, Content Development and Research Organizations
2024-2025	Develop Pilot Study Plan for TAC Review	May, 2024	July, 2024	IDOE/TAC
2024-2025	Implement Pilot Study (~100%)	September, 2024	May, 2025	IDOE and Contracted Organizations
2024-2025	Finalize Administration Plans and Deployment	June, 2024	September, 2024	IDOE/Primary Assessment Vendor
2024-2025	Finalize Educator Training Materials and Conduct Training	September, 2024	December, 2024	IDOE/Research Organization/Content Development Organization
2024-2025	Conduct Standards Validation	April, 2025	June, 2025	IDOE/Research Organization
2024-2025	Draft Year Five Report Summary	August, 2021	August, 2021	IDOE and Contracted Organizations
2024-2025	External Review	September, 2020	August, 2021	Garrett Consulting

Funding is consistently provided by the State of Indiana and the U.S. Department of Education. The annual state budget of \$26 million for statewide assessment programs and the annual federal budget of \$7 million will allow IDOE to complete the work illustrated in the Project Timeline (Figure 18) over a five-year period. The Project Budget is outlined in Figure 19. State assessment funds are allocated as part of the biannual budget, and the state does not anticipate concerns with the current allocations as defined.

The primary work associated with this proposal includes research, item development and administration, and scoring and reporting. Research is estimated to cost \$450,000 over five years, with the majority of expenses accruing in Years One and Two as IDOE investigates and pilot various items with designated corporations. Item development and administration is estimated at \$1.1 million over five years, with the majority of expenses in Years Two through Five as item banks are established and blueprint and item specifications for the long term delivery of the assessment are confirmed. Scoring and reporting is estimated at \$1 million over five years, with a majority of expenses in Years Two through Five.

Figure 19. Project Budget

	Year One	Year Two	Year Three	Year Four	Year Five
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Annual External Evaluation and Report Summary	\$26,500	\$26,500	\$26,500	\$26,500	\$26,500
Research Organization	\$200,000	\$100,000	\$50,000	\$50,000	\$50,000
Item and Task Development	\$50,000	\$100,000	\$100,000	\$50,000	\$50,000
Standards Validation	\$0	\$50,000	\$50,000	\$50,000	\$50,000
Item Deployment and Administration	\$100,000	\$250,000	\$250,000	\$250,000	\$250,000
Scoring and Reporting	\$0	\$250,000	\$250,000	\$250,000	\$250,000
Staff Allocations	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Program Management	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
				Total Federal and State Allocations	\$3,857,500

For observational rubrics, IDOE will design, implement, train, and provide scoring support to allow educators to base student scores on a range of student behaviors. The training, delivered prior to the administration window, will be designed to prepare educators to administer the assessment with fidelity. Educator training will focus on the use of the observational rubrics, and teachers will have to successfully complete a simulation exercise before being certified to administer the I AM² assessment.

For observational items, professional development prior to test administration will focus primarily on understanding the purpose of and approach to observational data collection and the use of appropriate artifacts to support ratings for the individual content connectors. The rubrics will be crafted in collaboration with Indiana educators to as observational items are constructed. The successful completion of a simulation will provide evidence of the teachers' understanding of the rubrics and the ability to evaluate artifacts to support a given rating. Educators will be expected to achieve a level of mastery prior to being allowed to score the assessment, and safeguards, such as score-behinds conducted by a separate individual, will be required for a small subset of students to ensure rater reliability and validity.

IDOE will secure an external evaluator to develop a scoring reliability study in which independent raters will score students by reviewing the supplied artifacts for portfolio assessment items. The scores of the teacher and of the independent rater can be compared, and if discrepancies are present, a third rater will review. School-level or district-level performance data provided to the external evaluator will be used to inform the sampling process, at the discretion of the state. The results of the scoring reliability study will inform future training activities.

Indiana will secure an external evaluator to conduct program evaluations on the program objectives over the course of the grant. An RFQ was distributed on January 6, 2020 for this purpose and Garrett Consulting, LLC will be contracted to complete the program evaluation. Garrett Consulting will design, conduct, and report the findings of their research based on the objectives of the grant proposal, and will work with all stakeholders and the Indiana Technical Advisory Committee to ensure the evaluation will sufficiently determine the system's validity, reliability, and comparability to the statewide assessment system. Garrett Consulting's history in evaluating similar studies, including four federal grants focusing on the technical soundness of state's AA-AAS, is strong and will provide valuable information to further enhance the I AM assessment.

Garrett Consulting will collaborate with the Indiana TAC to design and complete the independent evaluations on a yearly basis. These conversations will take place at the onset of each of the yearly IADA assessment cycles to ensure that a rigorous evaluation design is constructed and appropriate timelines are developed to ensure these studies can be conducted with fidelity. These external evaluation results will be included in the annual reports the State will provide the IADA

Additionally, Indiana will continue to collect feedback from all stakeholders, including but not limited to parents, educators, and administrators following each I AM administration. Following the conclusion of the external evaluations and the gathering of feedback from stakeholders, Indiana will review all data to advise program improvement, assess program impact, and assure accountability of state and federal funds. Utilizing this data, Indiana will communicate any changes or strategies necessary in the IADA documentation to ensure that any enhancements or deficits detected through this process are amended or remedied.

Assurances - See Part 1.

Initial Implementation in a Subset of LEAs or Schools

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--

- (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and**
- (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.**

If awarded, Indiana will utilize the first year to conduct research on appropriate assessment design modifications. Following the inaugural year of the grant, Indiana will solicit a diverse subset of LEAs and schools to participate in the revised assessment design. Indiana will obtain written assurances from each participating LEA, for each year participation is awarded. As noted in the project narrative and letters of support, several school corporations have indicated their support for the development and implementation of the grant.

Part 4: Other Attachments

You may provide all of the required information in a single document, or in multiple documents.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters. Also, do not upload any password-protected files to your application.

REQUIRED:

- Individual Resumes for Project Directors and Key Personnel:** Provide brief resumes or job descriptions that describe their qualifications for the responsibilities they will carry out under the project.

IF APPLICABLE:

- Memoranda of understanding or other binding agreement
- Letters of commitment and support from collaborating SEAs and organizations
- References/bibliography for the project narrative

Part 4: Other Attachments

You may provide all of the required information in a single document, or in multiple documents.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters. Also, do not upload any password-protected files to your application.

REQUIRED:

- Individual Resumes for Project Directors and Key Personnel:** Provide brief resumes or job descriptions that describe their qualifications for the responsibilities they will carry out under the project.

IF APPLICABLE:

- Memoranda of understanding or other binding agreement
- Letters of commitment and support from collaborating SEAs and organizations
- References/bibliography for the project narrative

Management Team

State Lead Coordinator, Charity Flores, Ed.D. (IN): Dr. Flores is the Director of Assessment at the Indiana Department of Education where she provides oversight to all accountability-driven and state-mandated assessments and supports policy development. Her experience in state policy for assessment along with content development and test practices in the private section allow the expertise to lead this effort.

Kristine David, Ph.D. (IN): Dr. David leads the content development team for the assessment office as Assistant Director within the Indiana Department of Education. She utilizes her expertise in educational measurement to ensure quality content development and test form construction practices. She led the content development effort as the state recently built two new assessment programs.

Stephanie Thompson (IN): Ms. Thompson oversees the implementation and delivery of the alternate assessment programs in Indiana. Her expertise in program implementation and classroom experience allow support of a new assessment as she considers training and implementation dependencies as improvements during the recent transitions to new assessment programs.

Karen Davies (IN): Ms. Davies oversees the implementation and delivery of the accessibility and accommodations implementation for state and federally mandated assessment programs in Indiana. Her expertise as a special educator will be leveraged for the grant as we consider

alternatives for assessing students with significant cognitive disabilities and while maintaining validity and reliability standards.

Cheryl Perkins (IN): Ms. Perkins oversees the development, procurement and oversight of contracts and key deliverables for the assessment team within the Indiana Department of Education. She will oversee upcoming procurement efforts related to the contract award along with overseeing critical timelines for the success of the program.

Andrew Jones (IN): Mr. Jones implements secondary math development activities for the assessment office as Senior Assessment Specialist within the Indiana Department of Education. He utilizes his expertise in mathematics content and assessment design to ensure quality content development and test form construction practices. His experience includes development on numerous statewide projects across the country as well as development leadership on two national assessments, the SBAC pilot development and TASC.

Erin Thompson (IN): Ms. Thompson implements secondary English/Language Arts development activities for the Office of Student Assessment as Assessment Specialist within the Indiana Department of Education. She utilizes her expertise in ELA content and assessment design to ensure quality content development and test form construction practices. Her experience includes development of Indiana's state assessment since 2010, as well as participation in the PARRC ELA Operational Work Group.

John Keller, Ph.D. (IN): Dr. Keller serves as the Chief Technology Officer for the Indiana Department of Education. In this role, he manages both assessment and accountability teams and serves as a key liaison with executive leadership and external stakeholders. His expertise in overseeing large statewide implementation efforts will be leveraged as we initiate and oversee this project.

Robin LeClaire (IN): Ms. LeClaire serves as the Chief Academic Officer for the Indiana Department of Education. In this role, she manages both school improvement and content standards development and implementation. Her experience as a teacher and building administrator will be leveraged as we consider training and implementation efforts for this project.

Nancy Holsapple, Ph.D. (IN): Dr. Holsapple will serve as a key collaborator on this project based on her expertise as a special educator and director within an education cooperative. She will advise key considerations for implementation, training and intersections with IEP guidance as we near full implementation.

Brent Garrett, Ph.D. (GC): Dr. Brent Garrett is President of Garrett Consulting, LLC. Brent has over 20 years of experience in evaluation and research, evaluating grants from numerous U.S. Department of Education Offices, state governments, private foundations, and other funding sources. He has collaborated with numerous evaluators across the country to support the evaluation of special education grants with state education agencies in Delaware, Georgia,

Kentucky, Mississippi, Nevada, New Hampshire, and Vermont. He has experience conducting program evaluation and research in the areas of alternate assessment, assessment in general, early and adolescent literacy, early childhood, multi-tiered systems of support and numerous other educational initiatives in more than eight states.

Brenda Merken (PCG): **Brenda Merken** is experienced in managing large complex programs with budgets averaging \$30M-\$70M and directing the work of outside vendors and large cross-functional teams. Brenda has been with Houghton Mifflin Harcourt since 2006 where she started as a Program Manager. In 2008 Brenda was the Director, Portfolio Finance for Reading and Humanities, then Director of Operations Finance and most recently Finance Director for Capital Planning and Analysis.

Colleen Joyce (PCG): **Colleen Joyce** has over 20 years of diverse experience in educational publishing, having collaborated with numerous publishers throughout her career. Colleen has spent nearly half her career at Publishing Solutions Group (2011–present), where she started as a Project Manager. In 2015, Colleen became Senior Project Manager at PSG. Prior to joining PSG, Colleen worked as Managing Editor and Project Manager for another development house for over five years, followed by several years as Managing Partner of her own small publishing services business.

Dr. Charity Ann Flores

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INDIANAPOLIS, IN 46204
(317) 232-9050
CFLORES@DOE.IN.GOV

EDUCATION

Ball State University, Muncie, IN — *Ed.D.*

July 2015, Muncie, IN

Completed Doctorate of Education and researched language complexity of items and student performance.

Ball State University, Muncie, IN — *Ed.S.*

December 2014, Muncie, IN

Completed Educational Specialist degree and Superintendency certification.

Ball State University, Muncie, IN — *MAE*

May, 2006, Muncie, IN

Completed Master of Arts in Education alongside Administrator certification.

Anderson University, Anderson, IN — *BA*

May, 2001, Muncie, IN

Completed Bachelor's Degree in Elementary Education with a Secondary Mathematics Endorsement.

LICENSES AND CERTIFICATIONS

Indiana Professional Educator's License, General Elementary and Mathematics Instructional License

Indiana Professional Educator's License, Building Level Administrator

Indiana Professional Educator's License, Superintendent

EXPERIENCE

Indiana Department of Education, Indianapolis, IN — *Director of Assessment*

February 2017 - PRESENT

- Oversight of all accountability-driven and state-mandated assessments for Indiana. Managed assessment team across content and program implementation to ensure successful delivery of assessment initiatives. Support policy development for the Indiana Department of Education, State Board of Education and legislative priorities.
- Critical Accomplishments:
- Developed vision, creation and implementation of two new assessments; one for general education students and one for students with significant cognitive disabilities.
- Delineated and managed assessment contracts and budget, annually allocated for \$45 million in state and federal funding sources. Led procurement and negotiation efforts with large-scale

assessment companies and implemented process steps for contract deficiencies including liquidated damages.

- Presented assessment updates and offered technical feedback to various stakeholders including legislators, policy groups and State Board members.
- Facilitated IDOE staff management supporting school and corporation test administration practices.

Smarter Balanced, UCLA — *Deputy Director of Content Development*

October 2015 - February, 2017

- Oversight of content development efforts for the assessment consortium across seventeen member states including vendor-developed and educator-developed items. Managed content development team and budgetary resources including Director-level staff, procurement and contract negotiations.
- Critical Accomplishments:
- Supported educator development efforts through onsite writing workshops and content and fairness reviews.
- Developed formative tools to connect interim benchmark data to instructional tools to deploy across member states.
- Conducted professional development initiatives and technical support for member states on formative and summative best practices.
- Supported development of strategic plan for consortia including key initiatives, timelines and benchmarks.

CTB/McGraw Hill, Monterey, CA — *Senior Program Manager*

July 2012 - October 2017

- Oversight of state assessment programs from content development through scoring and reporting. Collaborated across teams to ensure successful delivery of assessment programs based on negotiated scope of work within the contract.
- Critical Accomplishments:
- Managed item development efforts across inter-departmental teams and subcontractors for consortia including over 10,000 items for computer adaptive testing to support item bank for the Smarter Balanced Assessment Consortium.
- Defined and managed \$20 million contracts for testing programs.
- Developed year-one implementation plan for state assessment client including item development, scoring, reporting and technical documentation. Supported implementation through operational assessment of students.
- Designed and implemented educator professional development activities to support vision established by client.

Indiana Department of Education, Indianapolis, IN — *Assistant Director / Assessment Coordinator / Mathematics Content Specialist*

October 2006 - July 2012

- Oversight of vendor deliverables for state assessment program. Negotiated timelines with vendor staff to ensure successful delivery. Edited mathematics items to ensure alignment to Indiana Content Standards.
- Critical Accomplishments:
- Developed new rubric and scoring models for mathematics items scored on two dimensions.
- Supported drafting of revised Indiana Academic Standards and transitioned assessment following adoption of revised Indiana Academic Standards.

Crawfordsville Community School Corporation, Crawfordsville, IN

Indianapolis Public Schools, Indianapolis, IN — *Mathematics Educator*

August 2001 - October 2006

- Taught diverse population of students on seventh grade Indiana Academic Standards. Provided feedback to students on development to meet proficiency.
- Critical Accomplishments:
 - Implemented problem-based learning units integrating mathematical content with other content standards during instruction.
- Supported students with disabilities and English learners through differentiated instruction strategies to ensure successful access to grade-level content standards.

PRESENTATIONS

Marion, S., Perie, M., Goertz, P., Flores, C., Williams, M., Walker, C., Meyer, N. (2019) State and District Perspectives: Panel and Group Discussion on the Use and Utility of Interim Assessments. Reidy Interactive Lecture Series, Portsmouth, NH.

Carter, C., Flores, C., Peterson, R., and Young, R. (2019). Hybrid Testing: Boost Your Assessment Mileage. National Conference on Student Assessment, Orlando.

Sireno, L., Flores, C., Reyes, J., Baker, H., and Palermo, C. (2019). Beyond Item Review and Ranging: Innovative Ways States Engage Educators to Develop and Implement Assessments. National Conference on Student Assessment, Orlando.

Ferrara, S., Lewis, D., and Flores, C. (2019). Principled Score Reporting Design: Proposed Principles with Illustrations and a State Perspective. National Conference on Student Assessment, Orlando.

Wiley, A., Forte, E., True, R., Flores, C., and Nepple, S. (2019). Strengthening the Meaning and Utility of Test Scores for Their Intended Uses. NCME, Toronto.

PUBLICATIONS

Flores, C. A. (2006). How to buy a car 101. *Mathematics Teaching in the Middle School* 12 (3), 161-164.

Flores, C.A. (2017). Navigating State Testing Transitions. *Education Dive*. Accessed: <https://www.educationdive.com/news/navigating-state-testing-transitions-learning-from-indianas-experience/448208/>.

SERVICE

Executive Committee Member, Smarter Balanced Assessment Consortium, September 2019-Present

NCSA Planning Committee Member, CCSSO, November, 2019-Present

Team World Vision Member, November, 2018 - Present

Dr. Kristine David

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INDIANAPOLIS, IN 46204
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KDAVID@DOE.IN.GOV

EDUCATION

Ball State University, Muncia, Indiana — *Ph.D.*

JULY 2016

Educational Psychology; Research Design & Statistics

Ball State University, Muncia, Indiana — *M.A.*

MAY 2014

Educational Psychology

University of New Mexico, Albuquerque, New Mexico — *B.S.*

MAY 1995

Special Education

LICENSES AND CERTIFICATIONS

Institutional Research Certificate, Ball State University

Indiana Professional Educator's License, Intense Intervention

Indiana Professional Educator's License, Mild Intervention

EXPERIENCE

Indiana Department of Education, Indianapolis, Indiana — *Assistant Director of Assessment*

MAY 2017 - PRESENT

- Submits Peer Review to the United States Department of Education for the Indiana Department of Education
- Assists in directing the administration of federal and state testing programs.
- Serves as a liaison with testing contractors and supports project management.
- Assists with the analysis and interpretation of statewide testing results and works with the IDOE Office of Communications in the preparation of results for publication.
- Ensures quality student achievement data are provided for accountability programs.
- Works as a liaison with IDOE curriculum specialists to ensure the content validity of Departmental assessments.
- Assists in the development, implementation, and review of research and validation studies, including validation of passing scores (performance standards) on all assessments.
- Assists in planning, conducting, and monitoring pilot studies intended to enhance the reliability, validity, and lack of test bias in assessments.
- Assists in directing the administration of national and international assessments, such as NAEP and TIMSS.

- Trains and supervises Division staff in the proper interpretation of test results and in the policy and procedures of the IDOE relative to Division programs.
- Assists the Director in working with the Test Advisory Committee, Technical Advisory Committee, and recruitment for educator committees.
- Offers technical assistance to IDOE staff in planning and conducting assessment, evaluation, and research projects.
- Develops training plan, coordinates workshops and oversees trainings regarding changes to the assessment program and proper use and analysis of assessment data.
- Assists in directing the implementation of Division goals and objectives, including supervising and evaluating Division personnel.

Center for Gifted Studies & Talent Development, Muncie, Indiana — *Interim Director*

JULY 2016 - MAY 2017

- Provided support for gifted services and programs within Teachers College (gifted and talented academic offerings), Burriss Laboratory School (K-12), and the Indiana Academy for Science, Mathematics, and Humanities (11-12 grade residential GT school)
- Developed and form partnerships with schools and school districts across the state and Midwest region to provide professional development services to teachers and school personnel in the academic and social/emotional needs of high ability students
- Collaborated with university personnel in conducting research, teaching, evaluating, or consulting in conjunction with the Center
- Developed, implemented, and evaluated educational programs and grants that support the Center
- Engaged in outreach opportunities to promote giftedness to school teachers and administrators through professional development opportunities

Institutional Research Certificate Program, Ball State University, Muncie, Indiana — *Interim Director*

JULY 2016 - MAY 2017

- Collaborated with university personnel to manage the Institutional Research Certificate Program

Research Design Studio, Ball State University, Muncie, Indiana — *Research Consultant*

AUGUST 2014 - JULY 2016

- Assisted students and faculty with research design and analyses
- Assisted Teachers College with Validation and Reliability Studies for CAEP Accreditation
- Assisted with program evaluation of the Woodrow Wilson Indiana Teaching Fellowship
- Assisted with program evaluation of the Air and Space Museum- Holts Scholars NSF Grant & STEM in 30 NSF Grant

Office of Institutional Effectiveness, Ball State University, Muncie, Indiana — *Research Associate*

JUNE 2015 - AUGUST 2015

- Survey design and implementation for department within the College of Science and Humanities
- Large-scale data mining, assembly, and analysis of data for University personnel
- Hosted inter-rater reliability seminars for faculty members

Ball State University, Muncie, Indiana — *Instructor*

AUGUST 2014 - JULY 2016

- EDPSY 250, Human Growth and Development
- EDPSY 260, Human Growth and Development for Elementary Education
- EDPSY 270, Human Growth and Development Across the Lifespan
- ID 602, Institutional Research

Ball State University, Muncie, Indiana — Graduate Assistant

AUGUST 2013 - AUGUST 2014

- Design and research of large-scale dataset
- Interpretation of results to address research questions within educational psychology
- Research resulted in conference presentations and publications

PRESENTATIONS

David, K., & Davidson, A. (2020, April). Coherence of Accessibility Design: Alternate Assessment Design and Resulting Item Characteristics. American Educational Research Association. San Francisco, CA.

Thurlow, M., David, K., Ahumada, A., & Davidson, A. (2019, June). Accessible Assessments: Building on Best Practice and Experience in Indiana and the Multi-State Alternate Assessment. National Conference on Student Assessment. Orlando, FL.

David, K. (November, 2019). Assessment Development- An Interactive Journey. Assessment Literacy Conference. Indianapolis, IN & Muncie, IN.

David, K., & Stallings, L. (September, 2019). Data-Informed Persons Making Data-Informed Decisions. Innovation Summit for Muncie Community Schools, Muncie, IN.

David, K. (November, 2018). Appropriate Uses of Assessment Data: Data-Informed Persons Making Data-Informed Decisions. Indiana Association of School Principals, Indianapolis, IN.

David, K., & Mocas, J. (November, 2018). ICTM: ILEARN Mathematics. 2018 Fall Conference Indiana Council of Teachers of Mathematics, Indianapolis, IN.

David, K., & Thompson, E. (September, 2018). ILEARN: Writing. Indiana Teachers of Writing Fall 2018 Conference, Indianapolis, IN.

David, K. (August, 2017). Change is Coming. K-8 Computer Science Conference, University of Indianapolis, IN.

David, K., & Sanders, A. (2017, January). Co-teaching Model from the Preservice Teacher Perspective: A Phenomenological Case Study. Paper accepted to the 29th Annual Ethnographic and Qualitative Research Conference. Las Vegas, NV.

PUBLICATIONS

David, K. A., & Marchant, G. J. (2015). Achievement gaps in the United States: Over time and interactions. *International Journal of Assessment and Evaluation*, 22(4), 1-15.

Marchant, G. J., David, K.A., Rodgers, D., & German, R.L. (2015). Feature article: State teacher evaluation and teacher education. *The Teacher Educator*, 50, 89-108.

Ravitch, D., Marchant, G. J., & David, K. A. (2014). Feature article: The leader of the resistance: An interview with Diane Ravitch. *The Teacher Educator*, 49, 166-174.

SERVICE

Peer Reviewer, United States Department of Education, Washington, D.C., January 2020-Present

Standards Advisor, Kappa Kappa Gamma, Indianapolis, Indiana, 2019-Present

School Improvement Committee, Hamilton Southeastern Public Schools, Fishers, Indiana, 2016-2017

Mentor- AP Research Class, Westfield Public Schools, Westfield, Indiana, 2016-2017

Consultant, Office of Entrepreneurial Learning, Ball State University, 2015-2016

Representative, University Professional Education Committee, 2014-2015

Stephanie Thompson

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sthompson2@doe.in.gov

EDUCATION

Indiana University, Indianapolis, IN — *Master of Science (MS), Language Education*

May 2005 - December 2006

Indiana University, Bloomington, IN — *Bachelor of Science, Elementary Education (BSEEd)*

August 1998 - May 2002

LICENSES AND CERTIFICATIONS

Gifted Endorsement - December 2007

Indiana Educator License - June 20, 2019-June 20, 2024

EXPERIENCE

Indiana Department of Education, Indianapolis, IN — *Alternate Assessment Specialist*

January 2018 - PRESENT

Ensures successful test administration of the Alternate Assessment as Program Lead for I AM (Indiana's Alternate Measure).

- Manages contract implementation with test vendors.
- Leads projects related to Indiana's alternate assessment such as cognitive labs and alignment studies.
- Facilitates Pre-test Workshops for Test Coordinators.
- Participates as Liaison to the Office of Special Education and leads the efforts related to the 1% Cap on participation on the alternate assessment.
- Manages educator committee meetings to develop new test blueprints, item specifications, and performance level descriptors.
- Presents at the Lafayette eLearning Regional Conference and annual Assessment Literacy Conferences.
- Maintains website for I AM found here: <https://www.doe.in.gov/assessment/iam>.
- Builds Moodle courses for educators to learn more about the resources provided by IDOE.

Kronos, Indianapolis, IN — *Project Manager, Workforce Ready*

May 2017 - January 2018

Ensured project success and customer satisfaction as an Implementation Project Manager for Kronos Workforce Ready cloud-based services.

- Managed the project plan, issues list, and other supporting documents throughout the project to maintain client expectations and project milestone success.
- Collaborated with team members to resolve project and process issues in a timely manner.

- Managed the project scope to meet project success criteria while maximizing value brought to customers and revenue generated for Kronos.
- Managed the financials of the project, invoicing of delivered services, and resolution of any financial disputes.
- Led assigned projects to a successful completion within an appropriate time frame.
- Assisted with developing new processes and tools to improve the performance and effectiveness of the project management delivery.
- Mentored new project managers for Kronos Workforce Ready.

Pearson, Indianapolis, IN — *Learning Solutions Associate*

January 2014 - April 2017

Built successful relationships with clients, internal stakeholders, and 3rd-party vendors.

- Generated over \$7.8M in revenue, managing 170 concurrent projects in 2016 alone.
- Collaborated with Sales Representatives, Learning Solutions Consultants, and college professors to develop and prepare integrated custom print and digital solutions.
- Coordinated all aspects of product development, from concept to delivery, consistently meeting or exceeding schedule, scope requirements, and business objectives.
- Administered letters of intent or agreements and prepared grant requests in conjunction with internal contract administration department.
- Assisted in the creation and maintenance of a Department Wiki, sharing information and facilitating the ease and accuracy of project submission.
- Developed a training manual for new hires and mentored colleagues.
- Contributed as an active member and founder of Women in Learning and Leadership.

MSD Pike Township, Eagle Creek Elementary, Indianapolis, IN — *2nd and 3rd Grade Teacher, High Abilities*

August 2002 - January 2014

- Created a differentiated learning environment to allow students to meet or exceed state standards and expectations.
- Created and administered a before-school tutoring program for at-risk students, increasing performance on NWEA and ISTEP.
- Served as Committee Chair for Red Ribbon Week, Spelling Bee, and Science Fair.
- Participated as a member of Pike Township's Math Cohort.
- Collaborated with Pike teachers, developing units of study, standardized assessments, rubrics, and report cards for 2nd and 3rd grade high ability students as a member of Pike Township's High Ability Committee.
- Worked with Pike teachers, administrators, and parents, creating a School Improvement Plan for science and social studies, and a district-wide Health and Wellness Plan.
- Coached high school and middle school diving.

PROFESSIONAL DEVELOPMENT

- Consulting Skills, Elsey Consulting Group LLC, Indianapolis, IN, 2017
- Presenting with Confidence, The Speech Improvement Company, Indianapolis, IN, 2017
- Microsoft Project, Indiana University, Indianapolis, IN, 2016
- Managing Complex Projects, Indiana University Indianapolis, IN, 2016

Karen Davies

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Fishers, IN 46038
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kjam167@gmail.com

EDUCATION

Purdue University, West Lafayette, IN — *Bachelor of Arts*

August 1992- August 1996

Bachelor of Arts in Elementary Education and Mild Disabilities

Ball State University, Muncie, IN — *Master's*

January 2009 - May 2011

Master's in Educational Leadership

LICENSES AND CERTIFICATIONS

Indiana License No: 1466662

Mild Disabilities 5/11/2016-5/11/2011

Learning Disabled 5/11/2016-5/11/2021

General Elementary 5/11/2016-5/11/2021

EXPERIENCE

Indiana Department of Education, Indianapolis, IN — *Accessibility Specialist*

March 2019- Present

- Indiana Individualized Education Program Stakeholder
- Accessibility Advisory Committee Chair
- IDOE Accommodations Audit
- Smarter Balanced Item Writer
- Linguistic Complexity Analyzer
- Workes closely with vendors, psychometricians, program leads, and accessibility experts in test development
- Analyzes data to generate reports
- Creates webinars, training, and memos to communicate accessibility and accommodations to the field.

Columbia City High School, Columbia City, IN — *Resource Teacher*

August 2004- March 2019

- Crisis Prevention Intervention
- Freshman Academy program co-developer
- Evidence Based Practices in Autism
- IEP Coordinator
- 504 Coordinator
- Transition Coordinator

- Department Head
- Homebound instructor
- Conflict resolution
- Student goal setting and progress monitoring

Cheryl R. Perkins

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EDUCATION

Indiana Wesleyan University — *Master in Clinical Mental Health*

January 2016 - Present, Indianapolis, IN 46278

University of Indianapolis— *Bachelor of Science: Biology and Chemistry*

August 2001 - June 2005, Indianapolis, IN 46227

EXPERIENCE

Indiana Department of Education| Office of Student Assessment, Indianapolis, IN — *Assessment Specialist: Contract and Project Manager*

August 2019 - PRESENT

- Project Manager
 - Manage Cross Program/Team Deliverables
 - Acts as an liaison between vendor and Public Solutions Group
 - Oversight of vendor Cross Team meeting agendas and lessons learned
 - Manage Office of Assessment (OSA) Project Management planning
 - Identify scheduling conflicts for cross program deliverables
 - Attend weekly status and schedule calls
 - Track deliverables to ensure task are on track and communicate with vendors on delayed task
- Contract Manager
 - Develop and manage scope of work (SOW)
 - Request proposals from potential vendors
 - Enter SOW, vendor information, and approved vendor proposals into State contract system
 - Monitor contract process and communicate with approved vendor
 - Setup kickoff meeting with relevant stakeholders and vendor
 - Manage invoices and closeout of vendor contracts.

The Carpenter's Son, Indianapolis, IN — *Project Manager*

September 2018 - August 2019

- Entry-level Project Manager
- Customize, manage, and finalize project schedules
- Analyzed budgets and supervise manpower hours
- Monitor, instruct and influence quality of work.
- Identified risk factors within client contracts and subcontracts

- Administered, facilitated, and led department and kick-off meetings/coordination meetings
- Envisioned and constructed training processes
- Developing a Quality Control /Quality Assurance program
- Reconstructing a safety manual
- Supervising project engineer and several interns
- 95% client satisfaction: Created and implemented client satisfaction survey
- Participated in Networking Events: Who's Who Blue Book Event, Procore Construction Event, and Madam Walker Theatre minority event.

Harris & Ford, LLC, Indianapolis, IN — *Customer Service/Accounts Payable Clerk*

August 2008 - August 2018

- I Monitored and coordinated customer's orders/requests within 24 hours with 95% accuracy
- I Trained new customer service representatives in reporting process mapping
- I Improved reporting and auto-pay schedules with 95% increased efficiency
- I Investigated and resolved customer inquiries and complaints with 90% positive results
- I Recommended online order processing for customers to improve turnover by 80%
- I Organized and structured A/P department
- I Mapped out processes for billing freight invoices, closing orders, and vendor invoice retrieval.

Andrew Jones

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EDUCATION

Indiana University/Purdue University, Indianapolis — *M.S. Mathematics Education*

Aug 2005 - Aug 2008, Indianapolis, IN

Wabash College — *B.A. Physics*

August 1995 - May 1999, Crawfordsville, IN

Minors in Mathematics and Philosophy. *Magna cum laude* honors.

EXPERIENCE

Indiana Department of Education, Indianapolis, IN — *Senior Assessment Specialist*

SEPTEMBER 2018 - PRESENT

- Mathematics content assessment specialist for secondary mathematics.
- Coordinate activities with vendors for timely completion of tasks related to creation and implementation of state-wide assessment.
- Present training and other informative presentations to Indiana educators, as well as communicate with queries related to the Indiana state assessments.

The Philosopher's Stone, Crawfordsville, IN — *Freelance Writer/Editor*

January 2001 - SEPTEMBER 2018

- Emphasis on communicating academic and scientific topics.
- Contract and sub-contract educational development work in assessment and curriculum/textbooks in upper level mathematics for Discovery Education, Data Recognition Corporation, Questar, MHE, GEARS, Indiana Department of Education, and NWEA.
- Assorted publications.

CTB/McGraw-Hill Education, Indianapolis, IN — *Senior Assessment Editor*

FEBRUARY 2004 - DECEMBER 2014

- Mathematics and Content Development leadership on multiple state-level and national assessment products, including SBAC and TASC.
- Facilitate customer communications and expect

Project SEED, Detroit, MI — *Mathematics Specialist*

JUNE 1999 - MAY 2004

- Plan and execute Socratic classroom instruction in advanced algebra, geometry, and calculus to inner city students from elementary to high school levels.
- Perform regular peer reviews and train new staff in educational methodology.

PUBLICATIONS

String Theory For Dummies, 2009.

Script for TED-Ed animated educational video "Does Time Exist?"

<https://ed.ted.com/lessons/does-time-exist-andrew-zimmerman-jones>

Assorted essays commissioned by **PBS NOVA** *Physics: The Nature of Reality* website and other publications, mostly related to the philosophical implications of science, mathematics, and technology subjects.

SERVICE

American Mensa, 1991 - present. Treasurer, Southeast Michigan Mensa, 2003-2004.

Boy Scouts of America, 1991 - 1994. Awarded Eagle Scout, 1993.

Toastmasters International, 2009 - present. Assorted offices held.

National Association of Science Writers, 2010 - present.

AWARDS

Harold Q. Fuller Prize in Physics, 1998.

7 Habits Signature Program, 2008.

CTB Certified Leader, 2009.

Erin Thompson

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EDUCATION

Indiana University-Purdue University, Indianapolis, IN — *B.S., English Education*

August 1994 - May 2000, Indianapolis, IN

Indiana-Wesleyan University, Indianapolis, IN — *6 credit hours*

April 2006 - August 2006, Indianapolis, IN

EXPERIENCE

Indiana Department of Education, Indianapolis, IN — *Assessment Content Specialist*

August 2010 - PRESENT

- Develops and review English/language arts state assessments, specializing in secondary grades.
- Develops assessment and standard resources and presentations.
- Provides customer service regarding assessments.

Creston Middle School, Indianapolis, IN — *Language Arts/Literature Teacher*

July 2006 - June 2010

- Taught 100 minute blocks of language arts/ literature for grades six through eight, as well as a period devoted to improving specific state-standard related skills.
- Developed engaging lesson plans fitting the state standards
- Provided instruction for students
- Assessed student performance

Cardinal Ritter High School, Indianapolis, IN — *English Teacher/Publications Adviser*

July 2001 - May 2005

- Taught English for grade nine, excel English for grade nine, an introductory journalism class, yearbook and newspaper classes, and multicultural literature class.
- Developed engaging lesson plans fitting the state standards
- Assisted students in the production of the yearbook and newspaper
- Developed a curriculum for publications and literature class
- Provided instruction for students
- Assessed student performance.

IPS Longfellow Middle School, Indianapolis, IN — *Language Arts/Literature Teacher*

July 2000 - May 2001

- Taught language arts/ literature for grade seven.
- Developed engaging lesson plans fitting the state standards
- Provided instruction for students
- Assessed student performance.

PRESENTATIONS

September 2018

Assessment Roadshow: *Creating Strong Classroom Assessments to Drive Instruction*

June 2018

Assessment Literacy Professional Development Day: *Assessment Literacy in English/Language Arts*

January 2018

Noblesville Professional Development Day: *Writing for ISTEP+*

July 2015

IPS Summer Institute: *Indiana's College and Career Ready Standards*

June 2013

Center Grove Presentation: *Common Core State Standards*

March 2013

CIESC Presentation: *PARCC and Common Core State Standards*

Dr. John B. Keller

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EDUCATION

Indiana University, Bloomington, IN— *Ph.D.*

2003

Completed Ph.D. in Instructional Systems Technology in IU's School of Education.

Indiana University - Fort Wayne, Fort Wayne, IN— *M.S.*

1996

Completed Master of Arts in Education.

Grace College, Winona Lake, IN.— *B.S.*

1994

Achieved magna cum laude while completing a Bachelor's Degree in Elementary Education.

EXPERIENCE

Indiana Department of Education (IDOE), Indianapolis, IN— *Chief Technology Officer*

2017 - PRESENT

John provides thought leadership on operations, education policy, and the programs and initiatives of the agency through the lens of technology.

Indiana University-Purdue University Indianapolis, Indianapolis, IN — *Adjunct Prof.*

2015-2016

In this role, John taught two masters level online courses for the school of education in the area of educational technology integration.

MSD of Warren Township, Indianapolis, IN — *Director of eLearning*

2013-2017

Warren received a Race-to-the-Top grant from the U.S. Department of Education in 2012 and John provided support and thought leadership to the district in initiatives related to the grant which focused on personalized learning for all students.

IDOE, Indianapolis, IN — *Assistant Superintendent for Technology*

2011-2013

John supervised a team of 25+ people responsible for internal agency technology as well as efforts to leverage technology for school reform and student learning across the state. Position involved oversight of the agency's infrastructure, software development, and media production as well as the eLearning team.

John served on the Superintendent's cabinet providing technology/innovation insight and guidance to the agency's school reform initiatives.

IDOE, Indianapolis, IN — *Director of Learning Technologies*

2009-2011

This role involved oversight for educational technology funding to Indiana schools through state and federal grant programs as well as responsibility as the state E-rate coordinator. This position served as the liaison between IDOE and professional associations for educational technology in Indiana. Additional responsibilities included efforts to advance the development, adoption and use of the state educator portal, the Learning Connection.

IDOE, Indianapolis, IN — *Assistant Director, Center for Information Systems*

2007-2009

This role involved leadership on various projects including the development of a teaching and learning portal for Indiana educators. Project management, grant writing, systems design, and representing CIS on various committees round out the profile.

Ball State University, Muncie, IN — *Adjunct Prof.*

2007

John taught undergraduate/graduate online courses for the college of education. Course titles were:

- EDTEC 470: Technology Policy and Ethics
- EDTEC 670: Technology Policy and Pedagogy

Indiana Humanities Council, Indianapolis, IN — *Director of Education*

2005-2007

Directed the Councils' education efforts and initiatives including primary responsibility for the smartDESKTOP Initiative, a school improvement effort with a core of software development of web-based tools to help teachers be more efficient and effective in their work.

Indiana Humanities Council, Indianapolis, IN — *Director of Instruction*

2004-2005

John shared in the leadership responsibilities for the smartDESKTOP® Initiative.

Indiana Humanities Council, Indianapolis, IN — *Teacher/Designer and Coordinator of K-12 Development*

2003-2004

This position involved leadership responsibilities on the project team as well as providing content and design guidance for the development of a K-12 web portal.

Indiana Wesleyan University, Marion, IN — *Instructor*

2003-2005

Taught four courses in the Adult and Professional Studies Program:

- Introduction to Special Education-Transition to Teaching Program (Fall '03)
- Classroom-based Assessment-Masters in Education Program (Spring '04)
- Elementary Instructional Methods-Transition to Teaching Program (Fall '04 & '05)

Teacher Institute for Curriculum Knowledge about Integration of Technology (TICKIT) — *Graduate Assistant*

2001-2003

John assisted the directors of the institute in planning and conducting seminars and workshops and in generally administering the six hours of graduate work of the 25 teachers enrolled in the program each year.

Eisenhower Elementary School, Warsaw, IN — *Fifth and Sixth Grade Teacher*

1997-2000

John taught gifted and talented classes.

Eisenhower Elementary School, Warsaw, IN — *Sixth Grade Teacher*

1994-1997

John taught gifted and talented classes.

PUBLICATIONS

Foughty, Zach & Keller, J. (2011). Implementing Digital Math Curricula. *Principal Leadership*, January, 64-66.

Reigeluth, C.M. & Keller, J.B. (2009). Understanding Instruction. In C. Reigeluth and A.Carr-Chellman (Eds.), *Instructional-Design Theories and Models, Volume III*.

Keller, J. B., Hixon, E., Bonk, C. J., & Ehman, L. (2008, March). Professional development that increases technology integration by K-12 teachers: The influence of the TICKIT Program. *International Journal of Instructional Technology and Distance Learning*. 5(3), 3-22.

Keller, J. B., & Stuve, M. J. (2005). Teacher as brand: Pursuing professional identities in a digital domain. In S. Tettegah & R. Hunter (Eds.), *Technology: Issues in administration, policy, and applications in k12 schools*.

Keller, J., Bonk, C.J., Hew, K. (2005). The TICKIT to teacher learning: Designing professional development according to situative principles. *Journal of Educational Computing Research*, 32(4) 357-368.

Keller, J. & Reigeluth, C. (2004) Revolutiozing school reform for educational transformation. *Educational Technology*. September-October, 17-23.

Keller, J. & Bichelmeyer, B. (2004). What happens when accountability meets technology integration? *Tech Trends*, 48(3), 7-24

Keller, J. (2002) *Teachers As Life-Long Learners: Designing A Theory for Professional Development*. Paper presented at 2nd Annual IST Conference, Bloomington, IN Available On-line: <http://www.indiana.edu/~ist/>

SERVICE

Indiana CTO Council — *Board of Directors*

2013-2016

Served on the board of this state chapter of the Consortium on School Networking including as the secretary of the board.

International Society from Technology Education — *Board of Directors*

2011-2016

Serving the premier international educational technology organization.

State Educational Technology Directors Association (SETDA) — *Professional Growth Committee*

2010-2012

Worked as one of several SETDA members on this committee focused on the professional growth of the wider membership.

AWARDS

Spring 2002 R795 Showcase — *Outstanding Project*

2002

Dissertation Proposal Preparation in Instructional Systems Technology (A Systems Perspective of Professional Development in a K-12 School District)

Indiana University — *Larson Professional Development Award*

2002

An Indiana University, Instructional Systems Technology Departmental award that provides funds for professional development of students through the provision of travel monies.

Indiana University — *Chancellor's Fellowship Recipient (Four Years)*

2000

Chancellor's Fellowships are for entering graduate students intending to pursue a doctoral or MFA degree and include an annual stipend and fee remission.

Grace College — *Outstanding Student Teacher*

1994

Robin LeClaire

8237 E. 12th St
Indianapolis, IN
(317) 694-9141
robinleclaire@aol.com

EDUCATION

Ball State University — *Bachelor of Science*

May 1993

Graduated Cum Laude in Elementary Education

Indiana University — *Master of Science*

May 2006

School Leadership

LICENSES AND CERTIFICATIONS

- Indiana Teaching License, 1993-Present
- Indiana School Administrator's License, 2005-Present

EXPERIENCE

Indiana Department of Education — *Chief Academic Officer*

October 2019 - PRESENT

- Supervised a team of 87 people.
- Contributed to educational legislative bills.
- Presented at various events and conferences throughout the state of Indiana.
- Attended Cabinet, State Board of Education meetings and 1:1 meetings with Superintendent of Public Education.
- Facilitated and organized standard writing and revision for new and existing courses
- Led Cultural Competency Committee
- Organized and facilitated several regional and statewide conferences
- Developed, designed and organized PD for schools related to school safety, STEM, computer science, curriculum and instruction, special education, social emotional wellness, school improvement, and leadership

Indiana Department of Education — *Director of School Improvement*

February 2018 – October 2019

- Supervised a team of 20 people.
- Directed the creation of the Indiana State Literacy, Math, and Science Framework, Early Learning Foundations and Guidance, Social, Emotional competencies and lesson plans templates for a comprehensive needs assessment and school improvement plan and content standards for all academic areas.
- Coordinated professional development across the state of Indiana in all areas and provided guidance to school districts on education related legislation.

MSD Warren Township — *Principal*

2010 – 2017

- Planned and executed professional development for certified and classified staff.
- Completed staff evaluations and observations, managed data, lead data meetings.
- Cultivated a positive school culture with stakeholders, positive relationships with staff families, students and community members.
- Managed the budget, all hiring and personnel issues, student discipline, special education, RTI and Transportation.
- Supervised Dyslexia, ethnic studies, and civics work in the field based on new legislation

PRESENTATIONS

- ASCD Conference for Teaching Excellence - School Culture and Student Achievement - 2014, 2015, 2016
- ASCD Conference for Educational Leadership- Challenges of the Principalship - 2016
- National Council for Educating Black Children- Challenges of the Principalship - 2015
- National PBIS Forum - PBIS Tier 2 interventions - 2017
- IASP Assistant Principal Conference- PBIS sustainability - 2015
- IASP Administrator Conference- School Culture and Student Achievement – 2015
- IAPSS regional meetings- IDOE Initiatives- 2018/2019

AWARDS

- 2000-2001 Brookview Teacher of the Year

Dr. Nancy Holsapple

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Roachdale, IN 46172
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EDUCATION

Indiana State University, Terre Haute, IN— *Ph.D*

August 2011 - May 2013, Terre Haute

Indiana State University, Terre Haute, IN —*Ed.S*

August 2009 - May 2011, Terre Haute, IN

Director of Exceptional Needs

Indiana State University, Terre Haute, IN- *M.S.*

August 2000-May 2002, Terre Haute, IN

Special Education- Emotional Disability, Mild Cognitive Disability

Ball State University, Muncie, IN -*B.S.*

August 1981- May 1986, Muncie IN

Deaf and Hard of Hearing

LICENSES AND CERTIFICATIONS

Director of Exceptional Needs

Hearing Impairment Teaching

Mild Mentally Handicapped Teaching

Serious Emotional Handicapped Teaching

EXPERIENCE

Indiana Department of Education, Indianapolis — *Director of Special Education*

June 2018 - PRESENT

- Oversees State Department of Special Education
- Supervisor for a staff of twenty
- Oversees State Special Education Part B budget.

Old National Trail Special Services Inter-Local, Greencastle — *Director of Special Education*

July 2003 - June 2018

- Supervised staff within five school corporations
- Developed and managed the Part B budget for Special Education
- Implemented Article 7 and IDEA regulations
- Monitored the IEPs of all the special education students within the districts

North Putnam Community Schools, Bainbridge — *Education Coordinator*

May 1995 -June 2003

- Case Conference Coordinator
- Consultant for Special Education Staff and Old National Trail
- IEP monitoring of 300 students

North Putnam Community Schools, Bainbridge- *Teacher for the Deaf/Hard of Hearing*

- Provide IEP services to students
- Attended Case Conference Meetings
- Administered State Assessment

PRESENTATIONS

Presents Bi-Yearly at the ICASE conference

Co-Present with CEEDAR at OSEP National Conference and CEC National Conference on Teacher Shortage

Dr. Brent Garrett

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EDUCATION

University of Kentucky, Lexington, KY— *Doctorate of Philosophy*

May 2002

- Doctorate of Philosophy, Martin School of Public Policy and Administration
- Dissertation – The Role of Policy Entrepreneurs in Policy Diffusion

University of Kentucky, Lexington, KY — *Public Policy and Administration*

May 2000

- Masters in Public Policy and Administration
- Martin School of Public Policy and Administration

University of North Carolina at Greensboro, Greensboro, NC — *Mathematics*

June 1987 - December 1989

- Bachelor of Arts-Mathematics
- Secondary Teacher Certification

EXPERIENCE

Garrett Consulting, LLC

June 1993 - PRESENT

- State Personnel Development Grants (65% FTE) - Lead evaluator on State Personnel Development Grants (SPDGs) for Delaware, Georgia, Mississippi, and Nevada. Activities evaluated include early literacy, low incidence initiatives, MTSS for academics and behavior, and instructional consultation. (10/2012 – Current)
- *VT State Systemic Improvement Plan (SSIP)* (15% FTE) - Lead evaluator on VT SSIP, focusing on improved academic and behavioral outcomes for students with behavioral disorders.

Pacific Institute for Research and Evaluation

October 2004 - PRESENT

- *Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS)* (5%). Activities including evaluating the EAG-funded initiative to improve large-scale science assessments in Nebraska, Wyoming, and Montana.

OTHER PROJECT PREVIOUSLY WORKED ON THROUGH GARRETT CONSULTING AND PIRE

Education Assessment

- ***National Center and State Collaborative General Supervision Enhancement Grant*** – External evaluator to assess the degree of quality, relevance, and utility of efforts to develop a model

- alternate assessment on alternate achievement standards. (10/2010 - 9/2015)
- **Evaluating the Validity of English Language Proficiency Assessments (EVEA)**. Evaluated a collaborative project across seven states that developed a joint validity argument and designed a series of studies to address states English Language Proficiency assessments. (2009 – 2012)
- **New Hampshire Enhanced Assessment Initiative**, funded by the Office of Elementary and Secondary Education at the US Department of Education. A five-state collaborative, with the evaluation component funded by a subcontract with the University of Kentucky. Assist in evaluating an effort to develop more technically sound alternate assessment systems. (2004 – 2007)
- **Kentucky's General Supervision Enhancement Grant**, (2004-2006) funded by the Office of Special Education and Rehabilitative Services at the US Department of Education. Assist in evaluating initiatives related to alternate assessments for students with significant cognitive disabilities, early childhood outcomes and standards, and early childhood transition. (2004 – 2007)

Special Education

- **Kentucky Department of Education** – Conducted two rounds of evaluation of Kentucky's nine Special Education Cooperatives. (2012 – 2014)
- **Central Kentucky Educational Cooperative** – Continued evaluation work for one of Kentucky's nine Special Education Cooperatives when KDE dropped requirement for evaluation. (2014- 2015)
- **Kentucky Autism Training Center** – Supported the evaluation of the Center's work with Kentucky's Special Education Cooperatives. (2013)
- **MeTRC** –A University of Kentucky project which investigated an intervention designed to improve the mathematics achievement of 7th grade students with print disabilities. (7/2011 – 6/2013)
- **State Personnel Development Grants** – Lead evaluator on Kentucky's first three SDPGS, (2000 – 2014), Mississippi's first and SPDG (2005-2010, 2011-16), New Hampshire's and Vermont's third SPDG (2007- 2013).
- **Maryland Part C State Performance Plan Indicator 4 Report** - Administered survey, analyzed, and reported on data to support Maryland's Part C Indicator 4 data (2011 – 2013).

General Education

- **Collaborative for Teaching and Learning** – Evaluation consultant for Math/Sciences Partnership grant at Knott County (KY) Schools. (2008 - 2011)
- **Collaborative for Teaching and Learning** – Evaluation consultant for Content Literacy grant at Paducah Independent (KY) Schools. (2008 - 2010)
- **Character Education Technical Assistance Center**. Evaluation consultant for state and school grantees receiving funding through the Office of Safe and Drug Free Schools at the US Department of Education. (2004 – 2007)

History

- **Connecticut Historical Society** – Assisted CHS in developing an evaluation plan to assess the implementation of their strategic plan. (2015-16)
- **Kentucky Historical Society** – Served as external evaluator on an IMLS grant, assessing the impact of Virtual Thinking Strategies on teacher pedagogy and student performance. (7/2013 – 6/2015)
- **Teaching American History Grants** – Coordinated external evaluations for nine TAH projects in OH, KY, and PA, working with state historical societies, regional educational entities, districts and schools. Evaluation outcomes included increased teacher content knowledge, greater use of primary sources, and improved student performance. Evaluation strategies included quantitative and qualitative teacher and student assessments, surveys, lesson plan analyses, classroom observations, and focus groups. (2005 – 2012)

Miscellaneous Fields

- **Residential Care Consortium** - Administered an employee satisfaction survey, analyzed the data, and provided a report on the aggregated agency results and individual reports for each of the participating agencies. (2011- 2012)
- **Providing Rural Interdisciplinary Services for Youth with Mental Health Needs (PRISYM)**, funded the Health Resources and Services Administration within the US Cabinet of Health and

Human Services, via a subcontract with Eastern Kentucky University. Oversee evaluation efforts to increase the number of graduating students employed by regional mental health centers in eastern Kentucky.

- **Evaluation of Mentoring Initiative for System Involved Youth** – Principal Investigator on a cross-site evaluation of four youth mentoring programs. Funded by the Office of Juvenile Justice and Delinquency Prevention at the U.S. Department of Justice (15%).
- **Southeast Center for Application of Prevention Technologies**. Deputy Director for Evaluation for a regional technical assistance center funded by the Substance Abuse and Mental Health Systems Administration (SAMHSA) within the US Cabinet of Health and Human Services. Oversee internal evaluation efforts, participate in cross-CAPT evaluation activities, and provide evaluation-related technical assistance to state and local prevention programs.
- **Parental Help Seeking for Dental Care**, funded by the National Institute for Dental and Craniofacial Research, via a subcontract with the University of Louisville. The evaluation of an experimental effort to increase the use of dental care by children of Medicaid recipients.

Interdisciplinary Human Development Institute, University of Kentucky 10/92 – 9/04

Projects Worked on While at the Interdisciplinary Human Development Institute:

- **Project Director for the Including Students with Deaf-Blindness in Large Scale Assessment Systems Project**. Responsible for the implementation of a U.S. Department of Education funded research project to better understand how students with deaf-blindness fare in state general and alternate assessment systems. Three manuscripts were accepted for publication. (7/00 – 9/03).
- **Project Director for the Kentucky Alternate Portfolio System Study**. Responsible for the final year of implementation of a U.S. Dept. of Education research project. Provided administrative oversight, conducted data analyses, and completed all final reports. Co-authored one publication. (7/00 – 9/01).
- **Institute Evaluator**. Responsible for developing and implementing Institute-wide evaluation activities. Activities included the implementation of an internal staff survey, external client satisfaction survey, and other assessments to gauge Institute performance. (9/03 – 9/04).
- **Evaluation and Research Consultant for the Alliance for Systems Change/Mid-South Regional Resource Center**. Coordinated and provide guidance to internal evaluation team. Also provided needs-based technical assistance in areas such as data management, program evaluation, proposal development, and alternate assessment for internal staff and personnel working in 9 state departments of education. (7/02 – 9/04).
- **Lead Evaluator for the Kentucky State Improvement Grant I**. Assisted the KY Department of Education in evaluating the State Improvement Grant. Included initiatives related to early childhood transition, positive behavior systems, assistive technology, access to the general curriculum, secondary transition, and parent involvement. (2/03 – 9/04).
- **Project Director for the Kentucky Employment Initiative**. Responsible for administrating and managing a U.S. Department of Education funded project to improve employment options for students with disabilities at universities and community colleges across Kentucky. Supervised four individuals, managed an annual budget of \$100,000, and performed all administrative and management functions. (10/93 - 9/96).
- **Principal Investigator/Project Director for the Community Based Work Transition Program**. Administered a \$1.4 million program for the Kentucky Department of Vocational Rehabilitation and the Department of Education. Designed, implemented, and evaluated training and technical assistance to personnel in more than 100 school districts and state agencies participating in a community based work transition program. Was responsible performing all administrative and management functions, as well as training and technical assistance. (10/92-6/00).

PRESENTATIONS

Garrett, B. and Cooledge, J. (October 2018). Liberating Progress Monitoring Outcome Data. National State Personnel Development Grant Meeting. Washington D.C.

Garrett, B., and Weingarten, Z. (October 2018). Assessing MTSS Implementation. National State Personnel Development Grant Meeting. Washington D.C.

Garrett, B., and McBride, J. (October 2017). Increasing School's Capacity to Support Students' Communication Competency. National State Personnel Development Grant Meeting. Washington D.C.

Garrett, B., and Bowers, J. (October 2017). Assessing Professional Learning via Data Management Systems. National State Personnel Development Grant Meeting. Washington D.C.

Garrett, B., and Jenks, A. (October 2016). Assessing the Effectiveness of Coaching in New Hampshire. National State Personnel Development Grant Meeting. Washington D.C.

Garrett, B. (October 2015). Marketing the Results of SPDG Initiatives. National State Personnel Development Grant Meeting. Washington D.C.

Garrett, B. (October 2014). Creating Useful and Used Training Evaluations. National State Personnel Development Grant Meeting. Washington D.C.

Mueller, P. & Garrett, B. (November 2010). Fidelity Instruments and School Burden. Annual Conference of the American Evaluation Association. San Antonio, TX.

Kearns, J., Lazarus, S., Chartrand, A., Jorgenson, C., and Garrett, B. (July 2009). What other OSEP Projects

Need to Know About Alternate Assessments: A State Personnel Development Grant Perspective. Office of Special Education Programs Annual Meeting, Washington D.C.

Perumal, C., Mueller, P., & Garrett, B. (November 2008). Evaluation of Statewide Special Education Initiatives—Current Practices and Future Policies? Annual Conference of the American Evaluation Association, Denver, CO.

Mueller, P. & Garrett, B. (November 2008). Evaluating Integrated Intervention Models: Response to Intervention & Positive Behavioral Supports. Annual Conference of the American Evaluation Association, Denver, CO.

Garrett, B., Cooledge, J., & Russell-Bender, A. (November 2004). Promoting and Supporting Evaluation in the States: Our Experience with State Improvement Grants. American Evaluation Association National Meeting. Atlanta, GA.

Thurlow, M., Garrett, B., Zhang, L., & Barton, K. (June 2004). What Item Level Data Tell Us About Universal Design: Fantasy, Foolishness, or Fuel for Fire? Council of Chief State School Officers 2004 National Conference on Large-Scale Assessment. Boston, MA.

Burge, M., Garrett, B., & Towles-Reeves, L. (December 2003). Are We Getting the Change We Want?: A Multi-State Examination of the Consequential Validity of Alternate Assessments. 2003 Annual TASH Conference. Chicago, IL.

Grisham-Brown, J., Garrett, B., Norman, J., & Russo, J. (October, 2003). Including Students with Deaf-Blindness in Large-Scale Assessment Systems – A Final Report. National State Deaf-Blind Coordinators Conference, Washington DC.

Grisham-Brown, J., & Garrett, B. (November, 2002). Including Students with Deaf-Blindness in Large-Scale Assessment Systems. National State Deaf-Blind Coordinators Conference, Washington DC.

Garrett, B. (May, 1999). A Parent's Guide to Transition and Adult Services. Warren County Transition Fair, Hopkinsville, KY.

Garrett, B. (April, 1999). Conversion to Supported Employment in Kentucky. Kentucky Arc Conference, Louisville, KY.

Garrett, B. (February 1997). An Introduction to Personal Futures Planning. Warren County Schools Vocational Parent Advisory Board, Bowling Green, KY.

Garrett, B. (November, 1995). Best Practices in Vocational Services for Students with Disabilities. Kentucky Department of Education Special Education Conference, Louisville, KY.

PUBLICATIONS

Sheppard-Jones, K., Garrett, B., & Huff, M.B. (2007). Community based work experiences for students with significant disabilities: Real world work equals real world success. *International Journal on Disability and Human Development*, 6(1), 47-52.

Towles-Reeves, E., Garrett, B., Burdige, M., and Burdette, P. (2006). What are the consequences? Validation of large scale alternate assessment systems and their influences on instruction. *Assessment for Effective Intervention*. 31(3), 45-57.

Towles-Reeves, E., Kampfer-Bohach, S, Garrett, B., Kearns, J.F., & Grisham-Brown, J. (2006). Are we leaving our children behind? State deaf-blind coordinators' perceptions of large-scale assessments. *Journal of Disability Policy Studies*,17(1), 40-47.

White, M., Garrett, B., Kearns, J.F., & Grisham-Brown, J. (2003). Instruction and assessment: How students with deaf-blindness fare in large-scale alternate assessments. *Research and Practice for Persons with Severe Disabilities*,28(4), 205-213.

Garrett B., Towles, E., Kleinert, H., & Kearns, J.F. (2003). Portfolios in large-scale alternate assessment systems: Frameworks for reliability. *Assessment for Effective Intervention*,28(2),17-28.

Kleinert, H., Garrett, B., Towles, E., Garrett, M., Nowak-Drabik, K., Waddell, C., & Kearns, J. (2002). Alternate assessment scores and life outcomes for students with significant disabilities: Are they related? *Assessment for Effective Intervention*. 28(1),19-30.

Garrett, B., Huff, M., & Sheppard-Jones, K. (2002). Rehabilitation and education partnerships: Nurturing positive communities. *Journal of Rehabilitation Administration*, 26(2),123-133.

SERVICE

- 1975 - Eagle Scout. Clarence, NY.
- 1989 - Volunteer of the Year - North Carolina Association for Retarded Citizens.

AWARDS

- 2000 - Recipient of the Bill Collins Award for best paper submitted by a doctoral student at the
- Southeast Conference on Public Administration (SECOPA), Greensboro, NC.

Brenda Merken

Melrose, MA 02176

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BMERKEN@PUBLISHINGSOLUTIONSGROUP.COM

EDUCATION

University of St. Thomas, St. Paul, MN— *Business Administration*

Bachelor of Arts

PROFESSIONAL DEVELOPMENT

- Project Management Certificate, PMP certification, Project Management Institute
- Toastmasters Competent Communicator (CC) and Competent Leadership (CL)
- Proficient in Microsoft Office, Excel, SharePoint, JIRA, Visio
- Coursework in Agile Project Management and Lean Six Sigma

EXPERIENCE

Freelance — *Program Manager*

January 2019 - PRESENT

- Manages large complex programs with multiple stakeholders, cross-functional teams and vendors to meet client's needs within schedule and budget.

Houghton Mifflin Harcourt, Boston— *Finance Director, Capital Planning and Analysis*

March 2013 - January 2018

Oversaw Business Case process for all business units to ensure that appropriate stakeholders were included at planning and approval stages. Coordinated change control process and facilitated change control board meetings. Gathered, evaluated, and presented program post mortem data for comparison to business case and project plans. Served as Director for capital plate budget for International and other ad hoc projects.

- Project managed the creation of an electronic process for business case review and approval, improving communication and documentation, reducing approval time for the approximately 70 business cases per year.
- Initiated process improvements to the enterprise change control process by increasing stakeholder preparation, allowing for improved executive level decision-making on an average of \$2M in capital authorizations yearly.
- Improved Capital Authorization reporting by increasing financial and operational detail and targeting reports to stakeholders.

Houghton Mifflin Harcourt, Boston — *Director, Publishing Operations Finance*

March 2010 - March 2013

Led Business Case process, conducted meetings with Development Team, Product Management, Finance and Leadership. Managed internal and external innovation fund submissions. Coordinated idea generation sessions and innovation events.

- Mentored internal innovation project teams through developing business cases and monitored product development.
- Implemented unified business case process. Created standard processes and templates under direction of VP of Financial Operations, reducing approval time for investments by 4 weeks, allowing development to start earlier.
- Project managed launch of HMH Global Education Challenge, coordinating with vendor, corporate communication, and Innovation Fund Committee. HMH awarded \$250K in cash and prizes and generated 1.7K original ideas from community of 10K participants.

Houghton Mifflin Harcourt, Boston— *Director, Portfolio Finance Reading and Humanities*

November 2011 - March 2010

Developed program budgets for K-12 Reading, Language Arts, and Social Studies investment portfolio collaborating with project owners, subject matter experts, and development team. Managed creation and maintenance of gratis offerings and tradeoffs to ensure Strategic Sales Offerings aligned with company profitability targets. Project managed Humanities Team change control requests.

- Collaborated with Product Management to develop standardized approach to Open Territory gratis offerings, improving information flow from Sales to Global Supply Chain and forecast visibility; task was particularly challenging given a major business restructuring and limited resources and tools. As an example, Texas K-5 Reading gratis offering was reduced by 1% or \$600K with no negative impact to sales.
- Led team scope reduction discussions with Product Management and cross-functional development team reducing original program product plan and rough order of magnitude budget for Language Arts offering from \$11M to \$5M to align with ROI expectations.

Houghton Mifflin Harcourt, Boston — *Program Manager, K-6 Reading and Language Arts*

June 2007 - November 2008

Served as point person for all K-6 Reading Language Arts programs from Boston office for complete life cycle of program, including all legacy programs. Created and managed production budgets. Developed project milestone schedules to identify project overlap and product interdependencies. Identified project resource needs. Evaluated and assigned appropriate outside vendors. Supervised and developed junior and senior staff.

- Devised production strategy delivering 100+ component program in 5 weeks with limited resources; program delivered on schedule within expected quality standards; program successfully adopted and sales exceeded expectations.

Houghton Mifflin Harcourt, Boston — *Senior Project Manager*

December 2006 - June 2007

Managed print and technology production process and product delivery for submission, sample packs, and implementation for programs averaging 200+ components. Collaborated in program planning, led scoping process, assisted in budget development and management. Created schedules and identified project interdependencies, including print, technology, and bilingual. Requested and evaluated vendor bids.

Managed and monitored vendors' schedules, costs, and quality of work. Hired, trained, and mentored junior staff.

- Participated in developing procedures and processes for new Project Management Office (PMO) and led roll out for Reading development team.

Additional roles at HMH include **Production Manager, Production Supervisor, and Senior Production Coordinator.**

Colleen Joyce

Gloucester, MA 01930

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EDUCATION

University of Massachusetts, Amherst, MA— *History and English*

- Bachelor of Arts
- Magna Cum Laude, 1999
- Commonwealth Scholar
- Dean's List, Honors Department
- Phi Alpha Theta, National History Honor Society

EXPERIENCE

Publishing Solutions Group— *Senior Project Manager*

2015 - PRESENT

Responsible for managing and/or monitoring all aspects of wide range of projects and project management staff.

- Design effective workflows for eclectic range of projects taking technology, CMS and delivery systems, client, tasks, schedule, budget, etc. into account to ensure positive outcomes.
- Client relations, including weekly status meetings and weekly report preparation; main point of contact throughout project; troubleshooting and problem-solving.
- Recruit, hire, and manage freelance staff; supervise in-house staff.
- Create and/or review all internal budgets and schedules; create tracking systems for all steps in the workflow and traffic all internal and external deliverables.
- Review Requests for Proposals; collaborate in costing and bid preparation, contract review, and billing.
- Serve as supervisor of and mentor to project managers.

Publishing Solutions Group— *Project Manager*

2011 - 2015

Responsible for all aspects of projects. Create and adhere to budgets and schedules; hire and manage freelance editorial and production staff; client relations. Serve as project manager, content editor, copy editor, and print and audio proofer.

Level 5 Learning— *Managing Partner*

2004 - 2011

Responsible for all editorial aspects of projects, ensuring high quality content and a seamless cohesion with the production process. Created and adhered to budgets and schedules; recruited, hired, trained, and managed freelance editorial staff; client relations. Served as managing editor, copy editor, and proofreader. Developed a dynamic summer reading program aimed at engaging over 100,000 students with their community while keeping up their reading skills

Xplana— *Editorial/Production Consultant*

2009-2011

Numerous editorial and production duties including compiling book pdfs for authoring, authoring and proofreading eBooks, placing and confirming interactive activities and other duties as assigned.

Course Crafters — *Managing Editor / Project Manager*

1999-2004

Duties included: creating and tracking budgets and schedules; negotiating with, contracting, and managing all editorial resources; trafficking all deliverables from planning documents through final delivery of final files; approving all editorial freelance invoices; serving as main contact for all editorial vendors and clients; editing of manuscript, art, and page proofs.



January 14, 2020

U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

To Whom it May Concern:

I am writing in support of Indiana Department of Education (IDOE) Office of Assessment's application for New Authorities under the Innovative Assessment Demonstration Authority (IADA).

PATINS Project partnered with IDOE in 1995 to establish an assistive technology resource center committed to higher academic outcomes for students with disabilities through access to the general curriculum, including assessment. Since that time, PATINS has added support to IDOE and to Indiana stakeholders through the initiation and implementation of the Indiana Center for Accessible Materials (ICAM), Universal Design for Learning and extensive technical assistance and professional development to teachers, therapists, and leaders across the state and have been pleased to assist in the shifts in instruction for all students occurring as a result of the increased academic expectations on the alternate assessment.

Along with our partners in the Indiana Resource Network, we believe the alternate assessment has increased expectations for students with significant disabilities by requiring academic instruction that is aligned to grade level alternate standards. This has exposed the prevalence of students with no consistent mode of communication, prompting a deeper look at current practices and supports. Although we recognize these important outcomes, we also know the current alternate assessment is not without its challenges. We are excited that IDOE is striving to develop a system of assessment that maintains high expectations and provides teachers, students, and families with valuable information regarding academic progress.

The PATINS Project is fully committed to collaborating with our partner resource centers in Indiana and supporting IDOE throughout the process of developing an innovative assessment system according to the requirements of the IADA. We appreciate the flexibility provided by this opportunity and understand the course of action includes stages for research, development, pilot, stakeholder feedback, and a plan for scaling. PATINS staff look forward to engaging in this work and supporting as needed throughout each step along the way.

Daniel G. McNulty
State Director
[PATINS Project](#)
574-214-7065



January 14, 2020

U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

To Whom it May Concern:

I am writing in support of Indiana Department of Education (IDOE) Office of Assessment's application for New Authorities under the Innovative Assessment Demonstration Authority (IADA).

Public Consulting Group (PCG) partnered with IDOE in 2013 to establish Project SUCCESS, a resource center committed to higher academic outcomes for students with significant disabilities. Since that time, Project SUCCESS has provided support to IDOE and the field through the complex evolution of alternate standards and assessments. Our involvement with IDOE began before the NCSC assessment was operational and continued through the transitions to ISTAR and the current implementation of I AM. As a resource center, we provide ongoing professional development to teachers and leaders across the state and have observed the shifts in instruction occurring as a result of the increased academic expectations on the alternate assessment.

Along with our partners in the Indiana Resource Network, we believe the alternate assessment has driven up expectations for students by requiring academic instruction that is aligned to grade level alternate standards. This has exposed the prevalence of students with no consistent mode of communication, prompting a deeper look at current practices and supports. Although we recognize these important outcomes, we also know the current alternate assessment is not without its challenges. We are excited that IDOE is striving to develop a system of assessment that maintains high expectations and provides teachers, students, and families with valuable information regarding academic progress.

Project SUCCESS is fully committed to collaborating with our partner resource centers and supporting IDOE throughout the process of developing an innovative assessment system according to the requirements of the IADA. We appreciate the flexibility provided by this opportunity and understand the course of action includes stages for research, development, pilot, stakeholder feedback, and a plan for scaling. Project SUCCESS staff look forward to engaging in this work and supporting as needed throughout each step along the way.

Amy Howie

Amy Howie
Senior Associate

MuncieCommunitySchools

2500 N ELGIN STREET • MUNCIE, IN 47303-2295

Prepare Now - Anticipate the Future

January 8, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Madam Secretary,

I am writing this letter of support for the Indiana Department of Education (IDOE) Office of Student Assessment. IDOE would like to participate in the Innovative Assessment Demonstration Authority Grant to revisit our state's alternative assessment serving students with significant cognitive disabilities (i.e. 1%). On behalf of my special education cooperative (seven districts in East Central Indiana), we are all in agreement that the way the current alternative assessment is designed, it is a challenge for our students to engage in this direct assessment and we agree it is not authentically aligned to our instructional practices with this population of students.

Having an assessment designed with this population of students in mind will be a more efficient and effective means of assessing achievement and seeing real growth. I'm excited to see how the proposed Technical Advisory Committee, along with research organizations, will collaborate with schools/educators to create an assessment we can all agree has meaning and purpose.

Sincerely,

Jenny Smithson
Director of Special Education and High Ability Services
Muncie Community Schools and the Delaware-Blackford Special Education Cooperative
jenny.smithson@muncieschools.org
765-747-5448



Frankton-Lapel Community Schools

7916 W/300 N Anderson, IN 46011 765-734-1261 www.flcs.k12.in.us

January 16, 2020

To Whom It May Concern,

Please accept this letter of support for the State of Indiana's application for the Innovative Assessment Demonstration Authority grant. Frankton-Lapel Community Schools shares the vision of the Indiana Department of Education in regards to the redesign of our statewide alternative assessment known as I AM.

The proposed redesign of this exam will provide Indiana students participating in the alternative assessment a more balanced and equitable opportunity to demonstrate age-appropriate knowledge and skills. If approved, Indiana I AM students will be able to test in a balanced environment with the appropriate amounts of leveled questions and observation ratings.

This project will result in both short-term and long-range benefits for Indiana students and teachers. I urge your close and careful consideration to providing an Innovative Assessment Demonstration Authority grant to assist the State of Indiana with this important educational endeavor.

Sincerely,

Sterling Boles, PhD

FLCS Assistant Superintendent



UNIVERSITY OF KENTUCKY

D r e a m • C h a l l e n g e • S u c c e e d

HUMAN DEVELOPMENT INSTITUTE

January 13, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Ms. DeVos:

This letter is to express my wholehearted support for the Indiana Department of Education's *proposed Innovative Assessment Demonstration Authority* application. I have had an opportunity to review the proposal and to offer my feedback on the quality of its workscope and overall design for implementation. I believe I can speak knowledgeably about both the thoroughness and thoughtfulness of this important proposal. With my colleague Dr. Jacqui Kearns, we developed the nation's first alternate assessment for students with significant cognitive disabilities in Kentucky in the early 1990s. We have since conducted numerous research studies on alternate assessment, and our Institute has provided technical assistance to approximately 20 states in the implementation of their own alternate assessments through various federal grants and state contracts. We developed the *Learner Characteristic Inventory* (Kearns, Kleinert, & Kleinert, & Towles-Reeves, 2006), used by Indiana and other states in identifying the characteristics of students who participate in alternate assessments on alternate achievement standards. I thus welcome the opportunity to comment on Indiana's innovative implementation design for its alternate assessment, and I am excited by what the state has proposed.

The Indiana Department of Education has clearly responded to the concerns of educators, and to the needs of their students in designing an assessment that would be embedded throughout the school year. The state has proposed the use of more authentic items (other than simple multiple choice, for which many students with the most significant disabilities have great difficulty), and it also intends to include observation of student performance as a part of student assessment. Moreover, the state has provided a methodology for establishing comparability with its current alternate assessment, and has carefully considered the need for universal design within its new assessment. The state also provided a clear timetable for development, initial piloting of the new assessment, larger-scale phase-in, and finally statewide adoption. I believe Indiana's proposal is both eminently doable, and one from which our whole field can learn.

University Center for Excellence in Developmental Disabilities
Lexington, Kentucky 40506-0051
(859) 257-1714 | fax (859) 323-1901 | TTY (859) 257-2903
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An Equal Opportunity University

The Indiana Department of Education has assembled an outstanding proposed team, with clearly national-level expertise. Dr. Liz Summers, Dr. Brent Garrett, and Ms. Jean Clayton, key personnel in the state's proposal, were all members of our alternate assessment work-group here at the University of Kentucky. I have worked extensively with each of them, and have the greatest admiration for their knowledge of the field, and their dedication to students with the most significant disabilities. Along with the excellent team of Indiana leaders and educators included, as well as the other national experts identified in this proposal, this will ensure the development of a high-quality alternate assessment that will benefit Indiana students state-wide, and clearly show what these students know and can do. The Indiana Department of Education is to be commended for the care with which it has crafted this proposal, and for the potential that it has for advancing our knowledge of alternate assessment as a whole.

Please be assured that that this proposal has my full support as Indiana addresses the needs of its students with the most significant cognitive disabilities over the next five years.

Sincerely,



Harold L. Kleinert, Ed.D.
Director Emeritus
Human Development Institute

Professor Emeritus
Department of Rehabilitation Sciences
College of Health Sciences – University of Kentucky



PAMELA BELL
Director

TAMARA HURM
Assistant Director

1520 Saint Charles St., #2
Jasper, IN 47546
Phone 812-482-6661
Fax 812-482-9381

January 9, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary DeVos,

As the Director of Special Education of ten school districts in Southwestern Indiana, I support Indiana Department of Education (IDOE) to modify Indiana's current alternate assessment. I am also the President of Indiana Council of Administrators of Special Education (ICASE). We have discussed this in Executive Board meetings. ICASE also supports IDOE's involvement in researching, establishing and operating an innovative assessment system in its public schools.

Currently the IAM assessment consumes much time for both teachers and students. Not all student skills can be tested in a paper/pencil or computer platform. Allowing an alternative means of assessment for this population of students is essential to show progress on skills. ICASE, which represents 97% of Directors of Special Education in Indiana, is hopeful that Indiana can finally establish and operate a constructive assessment that will be useful for monitoring progress, planning instruction, and ultimately improving student achievement.

The four counties, which my cooperative educates, have almost 2,900 students who are eligible for special education services. We are constantly looking for ways to better personalize our students' learning experiences. The development of test specifications and assessment content is key to supporting improved outcomes for students.

We are happy to be part of this innovative approach to learning in Indiana.

Sincerely,

Pamela Bell, Ed.S.



Center Grove High School

January 16, 2020

To Whom It May Concern;

I would like to take this opportunity to express my support for the Indiana Department of Education pursuing the Innovative Assessment Demonstration Authority grant. The flexibility that this pilot would allow in assessment design would be beneficial to our students who are in alternative populations.

The ability to assess our students with smaller assessment items spread throughout the school year mirrors such tests as NWEA and allows for the potential to capture growth throughout the school year. The structure also meets the needs of students by not overwhelming our alternative populations with such a rigorous test all at once in the spring.

I am grateful to the Indiana Department of Education and Assessment department for being forward thinking and proactive on behalf of our students in Indiana. I look forward to being a part of this pilot program and the great benefits that it will provide our students.

Sincerely,

Jennifer Perkins

Assistant Principal-School Testing Coordinator
Center Grove High School



Hamilton-Boone-Madison Special Services Cooperative
Hamilton-Boone-Madison Education Center
18025 River Rd.
Noblesville, IN 46062
Phone: 317-773-2134
Fax: 317-773-2136

8 January 2020

Betsy DeVos
Secretary of Education
US Education Department

Dear Secretary DeVos:

I am writing in support of the plan to revisit the test design for the alternate assessment for students with significant intellectual disabilities in Indiana. Students with significant cognitive disabilities are one of the most vulnerable populations public schools serve and they needed to be included in the accountability system. However, traditional models of accountability which rely on one-shot pictures do not capture the full picture.

I do not have a simple answer to fix the challenge of assessing the progress of students with significant intellectual disabilities, but I believe it is an issue we need to keep refining and improving on. I support the proposal for Indiana Department of Education (IDOE) to engage with a Technical Advisory Committee to consider emerging research and best practices for assessing students with significant disabilities.

I strongly support the IDOE grant application to support this work.

Sincerely,

A handwritten signature in black ink that reads "Steve A. Wornhoff". The signature is fluid and cursive.

Steve Wornhoff, Ph.D.
Director

January 14, 2020

U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

To Whom it May Concern:

I am writing in support of Indiana Department of Education (IDOE) Office of Assessment's application for New Authorities under the Innovative Assessment Demonstration Authority (IADA).

Since its incorporation in 1975 as a parent organization, the Indiana Resource Center for Families with Special Needs, Inc., (IN*SOURCE) has, through the provision of training, information, individual assistance and support, worked to help strengthen "...the role and responsibility of parents and ensuring that families have meaningful opportunities to participate..." in the planning, implementation and oversight of programs and services for their children with disabilities. IN*SOURCE was founded by a group of parents who shared a common experience and commitment to support other parents. In 1975, we were all struggling to make real the promise that children with disabilities were entitled to a free, appropriate, public education. Today, we are struggling to make real the promise that all students will leave their schools prepared for college, careers and the challenges life offers. Today, our system of public education is restructuring in many fundamental ways. IN*SOURCE will continue to help parents understand their rights and responsibilities in this time of change.

Along with our partners in the Indiana Resource Network, we believe the alternate assessment has driven up expectations for students by requiring academic instruction that is aligned to grade level alternate standards. This has exposed the prevalence of students with no consistent mode of communication, prompting a deeper look at current practices and supports. Although we recognize these important outcomes, we also know the current alternate assessment is not without its challenges. We are excited that IDOE is striving to develop a system of assessment that maintains high expectations and provides teachers, students, and families with valuable information regarding academic progress.

IN*SOURCE is fully committed to collaborating with our partner resource centers and supporting IDOE throughout the process of developing an innovative assessment system according to the requirements of the IADA. We appreciate the flexibility provided by this opportunity and understand the course of action includes stages for research, development, pilot, stakeholder feedback, and a plan for scaling. IN*SOURCE staff look forward to engaging in this work and supporting as needed throughout each step along the way.



Joel Boehner
Executive Director



South Gibson School Corporation

1029 W 650 S
Fort Branch, Indiana 47648
Phone: (812) 753-4230
Fax (812) 753-4081
www.sgibson.k12.in.us

DR. STACEY HUMBAUGH ED.D
Superintendent of Schools
stacey.humbaugh@sgibson.k12.in.us

TIMOTHY ARMSTRONG M.B.A.
Business Manager
tim.armstrong@sgibson.k12.in.us

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Subject: Innovative Assessment Demonstration Grant

Date: January 17, 2020

We are writing as representatives of South Gibson School Corporation (LEA) in beautiful southern Indiana to support the Indiana Department of Education's request to revisit options for alternate assessments for students with significant cognitive delays. The "I AM" test, delivered in Indiana in 2019, resulted in questionable results for students with significant disabilities, as reported by both teachers and parents.

We would also like to express our desire to actively participate with the Indiana Department of Education in piloting an alternative assessment. The end goal of this plan is to implement an accessible tool that will, 1. Accurately assess what a student with significant disabilities knows, 2. Assist the teacher and parents in implementing growth interventions, and, 3. Assess growth over time. We feel that we are an excellent candidate to participate with the IDOE in this project as, between the three Corporations in our Special Education Cooperative, we have both rural and urban schools, and we have the capacity and desire to see the project through.



Stacey Humbaugh, ED.D
Superintendent
South Gibson School Corporation



Lisa Brewer,
Director of Special Education
Gibson County Special Services



Tippecanoe School Corporation
21 Elston Road
Lafayette, IN 47909-2899

January 17, 2020

The Honorable Betsy Devos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos,

As English Learner Coordinator for Tippecanoe School Corporation, the second largest geographical school district in Indiana, encompassing 436 square miles, I see the need to address the accessibility of our current alternate assessment design, especially for our students that take the alternate assessment who are also English Language Learners. We have over 50 different languages spoken in our corporation and the needs of our ELs vary considerably. These students have the heavy task of not only learning the content, but the English language as well, while contending with their cognitive disabilities.

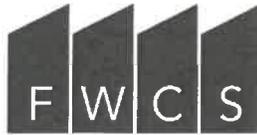
I am writing in support of the Indiana Department of Education to work with the Technical Advisory Committee, along with research organizations, to research and pilot different item types to determine how we can make the Indiana Alternate Measure (I AM) alternate assessment more accessible for students with significant cognitive disabilities. While we want to appropriately challenge our students, we need to be cognizant of their skills, their needs in acquiring and accessing information, their ability to demonstrate their knowledge, and with our English Learners, we need to be aware of their language development acquisition and if that's factored in to these item types.

I am excited for the potential for the Indiana Department of Education, with the help of the U.S. Department of Education, to explore the test design of the Indiana Alternate and how we can make it more accessible for all of our learners that have significant cognitive disabilities.

Sincerely,

A handwritten signature in cursive script that reads 'Carrie Painter'.

Carrie Painter
English Learner Coordinator
Tippecanoe School Corporation



WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

January 16, 2020

Dr. Charity Flores
Director, Assessment
Indiana Department of Education

Dear Director Flores

I am writing to you as the Director of Special Education of Fort Wayne Community Schools, in Fort Wayne, Indiana. Fort Wayne Community Schools is a school system of 52 schools serving approximately 30,000 students and their families. Fort Wayne Community Schools is a district that prides itself in being innovative and is committed to bringing personalized and engaging learning experiences to our students every day.

With a commitment to an assessment system that provides actionable data for improving student achievement, the Fort Wayne Community Schools System will collaborate with the Indiana IADA Department of Public Instruction (IDPI) on the implementation of the Innovative Assessment Demonstration Authority. In addition to our Special Education only identified population of students, we have a large population of Special Education/English Language Learners who would benefit greatly from an assessment of this type as it would provide actionable data for this student group.

The IDPI is developing an innovative through-grade assessment that will provide content standard-level data for teachers to personalize students' learning experiences, Indiana assessments have a strong foundation of being constructed with teacher input, both in the development of the test specifications and the writing of assessment items. With this approach and with the inclusion of administrators and external stakeholders in the process, we are confident the IDPI's design has great potential to deliver an assessment that will support improved outcomes for students.

With the superintendent's support Fort Wayne Community Schools is excited to be part of the innovative through-grade assessments under development in Indiana and is looking forward to participating. We will certainly grow as a district by both participating in the through-grade assessment pilot and by collaborating with the Indiana Department of Public Instruction.

Dr. Nikki Sprunger
Director of Special Ed

Tracy Reed
Chief Academic Officer

Department of Special Education

1200 South Clinton Street • Fort Wayne, IN 46802 • Phone: 260.467.1110 • Fax: 260.467.1189

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

January 23, 2020

Dear Secretary DeVos,

As Indiana's Technical Advisory Committee, we reviewed Indiana's proposal for the Innovative Assessment Demonstration Authority. We support Indiana's initiative to create a more meaningful assessment for students with significant cognitive disabilities. We believe the proposed design is strong. We are committed to working with Indiana on the research, development, and evaluation activities necessary to inform decisions about the direction of the assessment over the duration of the project.

Sincerely,



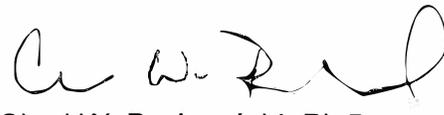
Gregory J. Cizek, PhD
Guy B. Phillips Distinguished Professor
of Educational Measurement and Evaluation
University of North Carolina at Chapel Hill



Richard J. Patz, Ph.D.
University of California Berkley



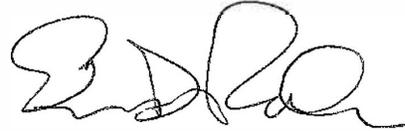
Marianne Perie, Ph.D.
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Chad W. Buckendahl, Ph.D.
ACS Ventures, LLC



Karla Egan, Ph.D.
EdMetric LLC



Edward Roeber, Ph.D.
Michigan Assessment Consortium

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I AM COGNITIVE LABORATORY STUDY REPORT



AMERICAN INSTITUTES FOR RESEARCH

April 18, 2019

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Introduction

From October through December 2018, the Indiana Department of Education (IDOE) and the American Institutes for Research (AIR) conducted a cognitive laboratory (cog lab) study. One purpose of the study was to obtain information about the appropriateness of several different technology-enhanced item formats for assessing the content knowledge of students with significant cognitive disabilities. In previous Indiana alternate assessments, three-option multiple-choice items have been used exclusively. Because Indiana's Alternate Measure (I AM) assessments are delivered by computer-delivered, Indiana is considering using other technology-enhanced item formats on their new assessment. The other purpose of the study was to obtain evidence about students with significant cognitive disabilities' cognitive processing behaviors as they responded to computer-delivered items in three content areas (English/language arts, mathematics, and science).

According to the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014, p. 15), "Questioning test takers from various groups making up the intended test-taking population about their performance strategies or responses to particular items can yield evidence that enriches the definition of the construct." Based on this recommendation, the U.S. Department of Education (USDE), in "A State's Guide to the U.S. Department of Education's Assessment Peer Review Process" (USDE, 2018), included evidence from cog lab studies as one of the preferred sources of validity evidence for student use of the cognitive processes identified in the state's alternate academic content standards while responding to assessment items.

According to the Every Student Succeeds Act (ESSA, 2015), Amendment to the Elementary and Secondary Education Act, 2001, section 111(b)(2)(D), students with significant cognitive disabilities represent about 1% of the total assessed student population. Students who participate in the alternate assessments for students with significant cognitive disabilities represent a variety of disability categories and demonstrate many concomitant learning difficulties. They can exhibit difficulties in attending to stimuli (Kleinert, Browder, Towles-Reeves, 2009); committing information to working, short-term, or long-term memory (Pellegrino, 2010); generalizing learning to familiar and novel environments (Secan, Egel, Tilley, 1989); meta-cognition (Thurlow, Moen, Liu, Scullin, Hausmann, Shyyan, 2009); or self-regulating behaviors (McClure, Halpren, Wolper, Donahue, 2009). Furthermore, students with significant cognitive disabilities may also demonstrate significant communication and/or sensory deficits (Sigafoos, 2000); limited fine or gross motor abilities (Realon, Favell, Dayvault, 1988); specialized health care needs (Browder, Spooner, 2011); or inability to synthesize learned skills (Spooner, Knight, Browder, 2011).

In Indiana, the corporation's Case Conference Committee uses the following four-point participation criteria to determine if a student should be included in the Alternate Assessment population of students:

1. Review of the student’s record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. *Adaptive behavior* is defined as behavior that is essential for someone to live independently and to function safely in daily life.
2. The student requires extensive, repeated, individualized instruction, and support that is not of a temporary nature.
3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.
4. Goals listed in the Individual Education Plan (IEP) for the student are linked to the enrolled grade-level Alternate Achievement Standards (Indiana Content Connectors).

Because these significant physical and cognitive disabilities are common in this population of students, the cog lab approach used in the study must provide a way to collect information that is not based strictly on students’ verbal descriptions of their thinking processes when answering a question. It was decided to use three different sources of information for this study. The first was to video and audio record students’ actions and behaviors while they respond to the questions; a second was to ask the verbal students about their responses and reasons for their answer choice immediately after they responded to a question; and a third was to ask each educator what he or she expected the student to do when the student answered the question and record the educator’s analysis of the student’s behaviors and responses after answering the questions. These three sources of information—the observation of student behavior, the student verbal responses about their answers, and the educator analyses—were used to document the students’ cognitive processing when responding to the presented questions.

Two other considerations for developing a cog lab study plan for this population of students were the definition of a student sample and the sample of items that requires the use of the cognitive processes included in the state’s content standards for this student population. To develop a student sample, we considered not only the geographic distribution of students within the state but also the achievement level of the students to confirm that we had students from each of the I AM’s three achievement levels. In addition, we considered the student’s Individuals with Disabilities Education Act (IDEA) classification to ensure that we included a sample of students with the most common disability categories in the state. The item sample was selected based on alignment to the state’s academic content standards for this population of students and the Depth of Knowledge (DOK) level of these items.

Therefore, a sample of Indiana students with significant cognitive disabilities who will take the I AM in spring 2019 participated in the cog labs with items in several different technology-enhanced formats. Because the I AM item banks only included three-option multiple-choice items, items from the South Carolina Alternate Assessments (SC-Alt) that aligned to the Indiana academic content standards for this population were included in this study. All items were approved by IDOE content experts as being grade-level appropriate, correctly aligned to Indiana’s Alternate Standards, and at the appropriate level of cognitive complexity for this particular student population.

Again, the study was designed to answer two research questions:

1. To what extent do various item formats introduce or mitigate construct-irrelevant variance?
2. To what extent do students use the cognitive skills and content knowledge identified in Indiana’s Alternate Standards when responding to assessment items?

This report summarizes the results of the cog lab investigations and their application to each of these questions.

Indiana’s Alternate Measure Assessments

I AM is the accountability assessment for students with significant cognitive disabilities in grades 3–8 and high school. I AM was developed to assess student achievement according to Indiana’s Alternate Standards or Indiana Content Connectors. Each I AM assessment contains standards-based items developed to measure these standards.

Subject	Grade
English/Language Arts	Grades 3–8 and 10
Mathematics	Grades 3–8 and 10
Science	Grades 4 and 6
Biology	Grade 9, 10, 11, or 12 (after the Biology Content Connectors have been taught)
Social Studies	Grade 5

I AM is a stage-adaptive assessment administered in two segments. In a stage-adaptive assessment, the student’s initial answers in Segment 1 determine the next group of items that the student receives in Segment 2, building the assessment in stages.

In Segment 1, the same items are administered to all students to determine the student’s general level of performance. In Segment 2, more targeted items are administered to the student based on his or her performance in Segment 1. There are three versions of Segment 2: Tier 1 (low complexity), Tier 2 (moderate complexity), and Tier 3 (high complexity). The student’s total score is based on performance in both segments of the assessment.

Student and Educator Sample for the I AM Cognitive Laboratory Study

Prior to including the educators and students in the study, signed permission forms were collected from educator participants and students' families or guardians. Once IDOE obtained these permissions, the materials and study identification labels for both the educator and the student(s) were sent to the educators of the students included in the study. Identification codes for both students and educators were used, thereby ensuring that personally identifiable information was not included in the study data or report.

In addition to including school districts from different geographic locations across the state and from rural and urban locales, the studies also attempted to include a diverse sample of students and educators to mirror as much as possible the variety of students and educators that service the 1% population of Indiana students with significant cognitive disabilities.

The 23 students represented all three performance tiers of the I AM assessments, and recruitment was thoughtful with respect to the proportion of IDEA classifications found in the Indiana 1% population. Educators included in the study had varying years of teaching experience (from new educators to experienced educators), varying teaching credentials, and a variety of classroom structures (from self-contained classrooms to integrated content-area classrooms).

To include as representative of a student sample of this diverse population of students as possible, we included students with different abilities, which we defined as tier levels. The ISTAR Tier Level of a student is based on the proportion correct of the 12 ISTAR items in Part 1 of the assessment, if the student scores in the bottom third, he or she is given a Tier 1 assessment in Part 2, if the student scores in the middle third, he or she is given a Tier 2 assessment in Part 2, if the student scores in the top third, he or she is given a Tier 3 assessment in Part 2. For this study, the determination of the student's tier level was based on the student's score on the 2018 administration of the Indiana ISTAR assessment. The undetermined row in Table 1 lists the number of students who did not take the Indiana alternate assessment in 2018 and, therefore, have no tier level assigned.

Table 1: Indiana Assessment Total Student Population Receiving a Score on the 2018 ISTAR Assessment and the Cog Lab Study Student Population (By Tier Level Based on 2018 ISTAR Assessment Data.

Tier Level	Total Students in the State Receiving an ISTAR Tier Level Score in 2018
ELA Tier 1	1,598
ELA Tier 2	3,165
ELA Tier 3	2,111
Math Tier 1	1,928
Math Tier 2	4,016
Math Tier 3	926
Science Tier 1	612
Science Tier 2	1,157
Science Tier 3	1,178
ELA Undetermined	186
Math Undetermined	182
Total	16,691

Indiana students in grades 3–8 and high school (HS) and the three tier levels for the ISTAR assessments were included in this study. Tables 2–4 provide a summary of the students participating in the study for each content area by grade level and tier level. Please note that the same students were included in the mathematics, English/language arts, and science portions of the study; however, students at one tier level for one content area may be at a different tier level for a different content area (e.g., a grade 4 student may be at Tier 3 for English/language arts but only at Tier 1 for mathematics). Therefore, although the total number of students for each grade level will remain constant across content areas, the number of students at each of the tier levels may change from one content area to the next.

Table 2: Cog Lab Study Participants for English/Language Arts by Grade Level and Tier Level

Tier Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Tier 1	1	3	0	1	1	1	1
Tier 2	0	2	0	2	1	1	0
Tier 3	1	1	1	0	2	1	2
Undetermined	0	0	1	0	0	0	2
Total	2	6	2	3	4	3	5

Table 3: Cog Lab Study Participants for Mathematics by Grade Level and Tier Level

Tier Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Tier 1	1	3	0	1	1	1	1
Tier 2	0	2	0	2	1	1	0
Tier 3	1	1	1	0	2	1	2
Undetermined	0	0	1	0	0	0	2
Total	2	6	2	3	4	3	5

Table 4: Cog Lab Study Participants for Science by Grade Level and Tier Level

Tier Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Tier 1	0	3	0	1	0	0	1
Tier 2	0	2	0	2	0	0	0
Tier 3	0	1	0	0	0	0	2
Undetermined	0	0	0	0	0	0	2
Total	0	6	0	3	0	0	5

IDEA Disability Categories

In addition to grade-level and ability-level considerations, the students selected for this study represented the largest IDEA disability categories included in the Indiana cognitively-disabled student population. A tabulation of the total student population of Indiana students identified in each IDEA disability category is included in Table 5. Also included are the counts of student participants in the cog lab study.

Table 5: Indiana Assessment Total Student Population by IDEA Disability Category and the Cog Lab Study Student Population

IDEA Disability Category	Total Indiana Students in Each IDEA Category	Indiana Students Included in the Cog Lab Study
Multiple Disabilities	698	4
Orthopedic Impairments	86	2
Blind or Low Vision	31	0
Deaf or Hard of Hearing	40	0
Emotional Disorders (Full Time)	96	1
Emotional Disorders (Other)	22	0
Specific Learning Disabilities	81	0
Language or Speech Impairment	18	0
Mild Cognitive Disability	1,635	2
Moderate Cognitive Disability	1,702	2
Severe Cognitive Disability	113	1
Deaf-Blind	4	0
Autism Spectrum Disorders	1,953	7
Traumatic Brain Injuries	47	0
Other Health Impairments	348	5
Totals	6,874	24

The educators of the students included in this study provided the IDEA disability category for each of their students. IDOE used ISTAR data to determine the student's disability category. Other researchers have commented that the most frequent disability labels for students who participate in alternate assessments include intellectual disabilities, autism, or multiple disabilities (Nash, Clark, & Karvonen, 2015; Thurlow et al., 2016). This coincides with the

population of students included in this study; the greatest number of students in the study have intellectual disabilities (mild and moderate cognitive disability) and autism spectrum disorders.

I AM Items Selected for Cog Lab Presentation

All items selected for the I AM cog lab study were approved by IDOE content experts. One of the determinations made by these content experts was to certify alignment of each item to Indiana’s Alternate Standards to the appropriate grade level and affirm that students responding to the item correctly demonstrated the intended content area skills and knowledge included in the standard. In addition, the English/language arts items presented to the students were all attached to passages that were vetted and approved by IDOE staff as containing grade-level and age-appropriate content, appropriate grade-level length, and appropriate grade-level vocabulary and grammar.

Each student participating in this study was required to take the grade-level below items as the study was conducted in the beginning of the school year. However, the grade 3 students took grade 3 items because the I AM assessment is not administered in grade 2 and therefore no grade 2 items are available. Each student took a minimum of two items per content area (English/language arts, mathematics, and science) for a minimum total of 6 items. All students in a grade level were administered the same grade-level items in the same order. Although students may have seen some of these items previously, they had not seen them for at least seven months. All items were selected from the pool of I AM released items and released items from the SC-Alt Assessment that aligned to the Indiana Content Connectors for the content area. All items for the study were selected by AIR content staff, who provided an initial alignment to the Indiana Content Connector and the cognitive complexity level of the item. These Indiana Content Connector alignments and cognitive complexity levels were vetted and approved by IDOE content experts.

A cognitive complexity level was assigned to each item based on the Links for Academic Learning (LAL) cognitive levels presented here.

Links for Academic Learning (LAL) and DOK Level Description	
LAL Level	DOK Level Description
1	Attention
2	Memorize/Recall
3	Performance
4	Comprehension
5	Application
6	Analysis/Synthesis/Evaluation

See Appendix A for a list of the cognitive skill level of each item as well as its Indiana Content Connector alignment for each grade level and content area.

Cog Lab Study Recruitment and Educator Training

Recruitment

IDOE contacted the Corporation Test Coordinators (CTCs) with prospective student study subjects, and AIR sent study information to the school administrators who informed the students' parents or guardians. IDOE staff completed a study intake form that provided AIR with pertinent information about the educator and student. (See Appendix B for the intake forms.) School administrators collected the signed permission slips and returned them to IDOE to retain on file. IDOE informed AIR of the approved students' classifications, and AIR provided the student and educator study IDs and information about the educator training sessions to the schools. AIR did not receive any personally identifying information about the students or educators participating in the study.

Educator Training

Before AIR and IDOE scheduled a date with the schools for the cog lab video and audio recordings of educator-student pairs, AIR hosted a webinar training for the educators. The training included test administrator training and coding training so that educators had the guidance they needed to complete the Student Observation Form, the Educator Narrative Form, and the Student Questionnaire. All forms and pre-study materials can be found in Appendix B and Appendix D.

Webinar Materials

AIR prepared a set of training PowerPoint presentations with an audio recording that participating educators can access as often as needed prior to, during, and after the study, while they are preparing their responses.

The PowerPoint presentations covered test administration procedures, including how to access the items on the Internet. It also included information about how to fill out the student behavior coding form and the educator response form and how to access and return them using the Internet.

All educator training materials are found on the I AM portal and are referenced in Appendix E.

Cog Lab Study Procedures

Educators met with students in a space in the student's school that was free from classroom distractions. After introducing the AIR staff to the student, the educator, relying on study-provided training, administered the items on the computer or tablet that the student uses to take the actual I AM assessment, while using the student behavior recording form to document the student's observable behaviors while responding to an item. After the student responded to an item, the educator asked each of the questions on the student response form and

recorded the student's responses if the educator determined that the student was capable of responding to these questions. These questions were asked at the educator's discretion. If the educator did not feel the student could answer the questions, they were not asked. At the end of each student's assessment, educators filled out the educator response form to document their insights into the student's observed responses and the reasons they believed were behind the student response.

A completed study protocol for each item was required; this included a record of the student's online responses, the student's oral responses to questions about his or her cognitive processing, and the educator's observations about the student's content knowledge and use of cognitive skills. The protocol for the study can be found in Appendix C.

AIR staff used tablets to video and audio record the student while he or she was taking the assessment. In all, AIR staff filmed 25 student-educator pairs interacting with the I AM cog lab study items. Using two devices with recording capabilities, one AIR staff member filmed the student from the front, and the other AIR staff member filmed the student interacting with the items from the rear.

All students took the mathematics and English/language arts items (or the mathematics, English/language arts, and science items) in one session. Science is assessed at three grade levels (grade 4, grade 6, and high school), so most students saw only mathematics and English/language arts items. Social Studies items were not part of the study.

Item Formats Included in the Study

The item formats included in the study with illustrative sample items appear on the following pages. These sample items are included to illustrate the screen layout of each of the formats and were not included with the items the students saw in the cog lab study.

Each of these item formats can be displayed on a tablet or computer. When an item is presented on a tablet, the student can respond by tapping the chosen answer selection; when the item is presented on a computer, the student can use a mouse to click the chosen answer. The student can change his or her answer simply by tapping or clicking another option. The student can change answers as many times as needed before tapping or clicking the *next* arrow. Once the *next* arrow is clicked, the student moves on to a new item.

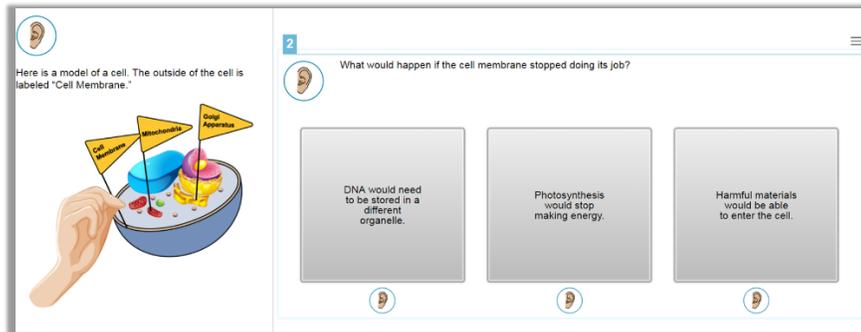
By clicking the ear icon(s) embedded in each item, the student hears a text-to-speech computerized voice reading of the item. The student can click these icons as many times as needed to listen to the audio. In addition to a text-to-speech reading of the item, the zoom feature can be used to enlarge the size of the text and pictures on the screen, and the background and text color can be changed to fit the student's visual needs. If a student was unable to physically tap or click to indicate their answer selection, the educator could enter the answer for the student and act as the student's scribe.

- Two-option multiple-choice item



The student selects between the two options presented by clicking or tapping the option. If the student changes his or her mind, he or she can reselect by clicking or tapping the other option before moving on to the next item.

- Three-option multiple-choice item



For this high-school item, the stimulus statement and graphic appear on the left side of the screen, and the question and three response options appear on the right side of the screen. The student taps or clicks the option to choose it. The ear icons above the stimulus, to the left of the item stem and below each option, indicate that each portion of the item can be reread to the student as many times as the student needs.

- Four-option multiple-choice item

History of the Bicycle

Derrick wanted to learn about the history of the bicycle. He looked at two different Web sites for information. Derrick found the information in the table.

Information from the Internet			
	Inventor of the Bicycle	Year	Nickname for Bicycle
Web site #1	Baron Karl von Drais	1817	Hobby Horse
Web site #2	Baron Karl von Drais	1817	Dandy Horse

Which statement is correct about the information Derrick found on the Web sites?

- The name of the inventor of the bicycle is different.
- The year that the inventor made the bicycle is different.
- The nicknames for the bicycle are different.
- No information is different.

For four-option multiple-choice items, the options are usually written sentences or words rather than pictures. The student can listen to the reading of each option as often as needed before selecting an answer and moving on to the next item.

- Four-option two-choice multi-select item

Which two shapes are quadrilaterals?

- circle
- rectangle
- square
- triangle

- Five-option two-choice multi-select item

Working Dogs

Working dogs are animals who have learned to help people. They keep people safe. People can train working dogs for different kinds of work.

Service Dogs
Some working dogs are service dogs. They help people who cannot see or hear very well. They can help their owners cross streets, open doors, and turn lights on. People can train service dogs to do many things.

Therapy Dogs
Therapy dogs help people feel better. Many therapy dogs work in hospitals. They get lots of hugs and pats from people they visit.

Which two statements explain what this passage is mainly about?

- Working dogs help people.
- Working dogs are found in hospitals.
- Some working dogs are called service dogs.
- People can train working dogs to help in different ways.
- Some working dogs use their sense of smell to find people.

For this item format, the question and the options appear centered on the screen if there is no separate stimulus material. If there is a separate stimulus for the item, the stimulus appears on the left side of the screen, and the question and options appear on the right side, as seen in the previous item. The student taps or clicks the two options to select them. The direction to choose two options is included in the item stem, and by clicking the ear icon to the left of the stem results in the stem being read to the student.

- Table-match item

Moon or Planet?

What is the difference between a moon and a planet?
Both travel in orbits. A planet orbits around a star and a moon orbits around a planet. You can see one moon with your eyes but you need a telescope to see planets in space.

6

For each action, check the box if it describes a moon or a planet.

	The Moon	A Planet
Orbits around a planet	<input type="checkbox"/>	<input type="checkbox"/>
Orbits around a star	<input type="checkbox"/>	<input type="checkbox"/>
Can be seen with the eyes	<input type="checkbox"/>	<input type="checkbox"/>

Students are required to categorize objects or ideas into two or more categories in this item format. The student must select one box from the two columns for each row of the table. Because there is one ear icon to the left of the stem, the item stem, the table column words/pictures, and the row words/pictures are read to the student.

- Equation-editor item

The mailman has 100 letters to deliver. He delivers 30 letters by 10 a.m.
What percentage of the letters has the mailman delivered by 10 a.m.?

%

1 2 3
4 5 6
7 8 9
0 . $\frac{\square}{\square}$

For this type of item, the student must solve the problem independently and then enter the answer by tapping or clicking the number keys. The keys can include numbers and mathematical operations depending on the response required. The number response graphic on this item type can be formatted as needed to include the answer options

necessary for the student to respond appropriately to the item. The ear icon to the left of the stem indicates that the stem is read to the student.

Study Question 1: To what extent do various item formats introduce or mitigate construct-irrelevant variance?

This section of the report analyzes the extent to which students encountered difficulties with each item format included in the cog lab study. The analysis will include reference to student grade level, tier level, and content area. The initial discussion of the item formats will be divided into grade levels, and the student and educator reactions within each tier level and content area will be analyzed. Finally, the discussion will consider the item formats across all grade levels and content areas.

In each section of this portion of the discussion, references will be made to Appendix F: Student Observational Data, Appendix G: Student Response Data, and Appendix H: Educator Response Data. In each of these appendices, the data are organized by individual item with the item code, correct answer, and item format noted. Following this information, the individual student/educator reactions to the item are noted; thus, data will be listed for each student/educator who interacted with the item.

If needed during this discussion, the students and educators will be referenced by their student study identification codes. Student codes can be read as grade level, IDEA category, and tier level. An A or B at the end of the ID number indicates that more than one student has the same identification code. For example, in the box below, if the student study identification code ends with the letter B, the letter indicates that this is the second grade 8 student included in the study with a moderate cognitive disability (MoCD) who would receive a Tier 3 I AM assessment.

<p>Student Study Identification Code: 8MoCD3</p> <p>Grade Level: 8</p> <p>IDEA Code: Moderate Cognitive Disability</p> <p>I AM Tier: 3</p>
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The educator study identification code is the same as the student study identification code preceded by the letter E to indicate the educator (E8MoCD3) who teaches the student (8MoCD3).

Grade 3 Students' Reactions to the Item Formats

Only two grade 3 students were involved in the study; one student was identified as Tier 1, and the other student was identified as Tier 3. Table 6 displays the number of each item format that students in grade 3 encountered in the cog lab study. In the tables that follow, "MC" stands for

“Multiple-Choice,” “MS” stands for “Multi-Select,” “TM” stands for “Table-Match,” and “EE” stands for “Equation-Editor.” The total refers to the total number of items for each format. Therefore, if the total is five items and the Tier 1, Tier 2, and Tier 3 students each saw five items, all students saw the same five items.

Table 6: Number of Items by Format Seen by Grade 3 Students in Each Content Area

Content Area/Format	MC	MS	TM	EE
ELA	2	0	0	0
Mathematics	5	1	1	1
Total	7	1	1	1

The percentage of correct student responses for each item format was computed by multiplying the total number of items seen by the students by the number of students per tier (one Tier 1 student and one Tier 2 student) and by all grade 3 students (a total of two students) for the total to yield the total number of responses for each item format by tier and the total percentage. This product was used as the denominator of the fraction with the number of correct responses across students as the numerator. The fraction was converted to a decimal and then multiplied by 100 to yield a percentage.

The video recordings showed that the Tier 1 student seemed distracted throughout the English/language arts items and spent most of the testing time looking around the room. The student seemed to settle in for the mathematics items and vocalized answers to the educator, who then acted as the scribe for the student. The Tier 3 student attended throughout the English/language arts and the mathematics items but had difficulty managing the selection of answers; the student clicked the ear icon under the answer option and then clicked the *next* arrow to go on to the next item but did not actually click the answer option above the ear icon. The items were counted as correct when the student clicked the ear icon under the correct option before clicking the *next* arrow. This seems to indicate that all students would benefit from taking a training or practice test prior to the actual assessment to learn how to respond to questions; the grade 3 Tier 3 student’s answers would not have been counted as correct on the actual assessment because the option was not selected, even though the student was able to answer most items correctly.

Table 7: Percentage of Correct Student Responses for Grade 3 Students in Each Tier for English/Language Arts

Tier/Format	Multiple-Choice		
	Number of Items	Number of Students	Percentage of Correct Responses
Tier 1	2	1	0

Tier 3	2	1	100
Total	2	2	50

The English/language arts portion of the study for grades 3 and 4 contained only two multiple-choice items. The Tier 1 student was distracted and answered the two items incorrectly, while the Tier 3 student answered both questions correctly.

Table 8: Percentage of Correct Student Responses for Grade 3 Students in Each Tier for Mathematics

Tier/Format	MC	MS	TM	EE
Tier 1	20	0	0	0
Tier 3	100	0	100	100
Total	60	0	50	50

The mathematics items contained five multiple-choice items, one multi-select item, one table-match item, and one equation-editor item. The Tier 1 student gave the correct number of answers for the multi-select and table-match items even though they were incorrect and provided a number answer for the equation-editor item that was incorrect. The student did not seem to be in doubt about what was required to answer each item format but simply did not know the content; however, this was probably due to educator prompting that another answer was needed. The Tier 3 student correctly answered all multiple-choice items but then supplied only one answer for the multi-select item instead of the required two. The student was able to select an answer for each row of the table-match item, but the choices were not all correct. The student did compute the answer for the equation-editor item and entered the answer into the item format.

The multiple-choice item format does not seem to pose issues for the grade 3 students if they are Tier 1 or Tier 3, for they both were able to respond even if they did so incorrectly. The idea of selecting more than one correct response does seem to present some confusion for them, and even the Tier 3 student who knew the content could not respond correctly to either the multi-select or the table-match items. The equation-editor item format does seem to be a familiar question format; if the students know the content, they are able to enter their answers.

It seems that the grade 3 students easily understood how to answer the multiple-choice questions but not necessarily how to select their choice on the computer. In this case, it was not the item format that created the difficulty but the unfamiliarity with the way to indicate their answer by clicking the answer option and not the ear icon. This seems to be more of a training need rather than the introduction of irrelevant variance by the response format.

Grade 4 Students' Reactions to the Item Formats

Six grade 4 students were included in this study; three students were identified as Tier 1, two students were identified as Tier 2, and one student was identified as Tier 3.

Table 9: Number of Items by Format Seen by Grade 4 Students in Each Content Area

Content Area/Format	MC	MS	TM	EE
ELA	5	0	1	0
Mathematics	5	1	1	0
Science	3	0	0	0
Total	13	1	2	0

The grade 4 students saw English/language arts, mathematics, and science items in all item formats except as an equation-editor item.

Table 10: Percentage of Correct Student Responses for Grade 4 Students in Each Tier for English/Language Arts

Tier/Format	MC	MS	TM	EE
Tier 1	20	N/A	0	N/A
Tier 2	50	N/A	0	N/A
Tier 3	80	N/A	0	N/A
Total	40	N/A	0	N/A

As the data show, as the ability level of the student increased, the percentage of correct answers for the multiple-choice items increased as expected on an actual assessment. However, regardless of tier level, none of the students were able to answer the table-match item correctly. The Tier 1 students had to be helped by their educators to answer the questions, as they were likely to just click the *next* arrow and not answer the question. The educators sometimes acted as scribes for these students and clicked the answer choice selected. The educators had to lead students verbally row by row through the table-match item as the students voiced their answers. Both the Tier 2 and Tier 3 students had difficulty understanding that they had to choose an answer for each row in the table-match items; this item format seems to be confusing and hinders the students from demonstrating their content knowledge.

Table 11: Percentage of Correct Student Responses for Grade 4 Students in Each Tier for Mathematics

Tier/Format	MC	MS	TM	EE
Tier 1	53	0	33	N/A
Tier 2	60	0	0	N/A
Tier 3	80	0	0	N/A
Total	60	0	17	N/A

Again, for mathematics, we see the increasing percentage of correct answers for multiple-choice items as the tier level of the students increases. Only one Tier 1 student answered the table-match item correctly, and this was because the educator led the student through the item. The other students did not seem to understand what was needed to answer the question, and one student commented that the pictures were confusing. Although none of the students were able to answer the multi-select item correctly, students did not seem to have difficulty understanding that two answers were needed once that was explained to them, and a Tier 2 student and a Tier 3 student chose one correct answer and one incorrect answer. Multi-select items do not seem to be as confusing as the table-match items, and the students' difficulty with the multi-select item format may simply be due to unfamiliarity with the idea that two answers can be correct. In contrast, the visual display for the table-match items seems to create confusion for the students, and they don't quite know how to tackle the item.

Table 12: Percentage of Correct Student Responses for Grade 4 Students in Each Tier for Science

Tier/Format	MC	MS	TM	EE
Tier 1	33	N/A	N/A	N/A
Tier 2	50	N/A	N/A	N/A
Tier 3	33	N/A	N/A	N/A
Total	39	N/A	N/A	N/A

Only three multiple-choice science items were included in the study, but the percentage correct increase that was seen in mathematics and English/language arts was not seen here. This decline from Tier 2 to Tier 3 students may simply be because the students had unequal familiarity with the topic of the item. Science is often taught by discipline areas (life science, earth science, and physical science), and the students may not have been taught the concepts included in the item yet. One student asked the educator what the question was asking and needed to have it explained; once it was explained, the student answered it correctly. Therefore, this may be an issue related to the use of unfamiliar vocabulary in the item rather than a format confusion issue.

Grade 5 Students' Reactions to the Item Formats

Two grade 5 students were included in the study; one student was in Tier 2 for English/language arts and in Tier 1 for mathematics, and the other student was in Tier 3 for both subjects.

Table 13: Number of Items by Format Seen by Grade 5 Students in Each Content Area

Content Area/Format	MC	MS	TM	EE
ELA	6	1	2	0
Mathematics	4	0	0	0
Total	10	1	2	0

The grade 5 students saw 10 multiple-choice items, one multi-select item, and two table-match items.

Table 14: Percentage of Correct Student Responses for Grade 5 Students in Each Tier for English/Language Arts

Tier/Format	MC	MS	TM	EE
Tier 2	17	0	0	N/A
Tier 3	50	0	100	N/A
Total	67	0	50	N/A

The same increase in percentage of correct answers for multiple-choice items as the tier level of the students increased is seen again here. No student answered the multi-select item correctly, and only the Tier 3 student answered the table-match item correctly. The Tier 1 student was mostly inattentive during the presentation of the items, and the educator tried to use serial reinforcement to encourage the student to respond, but the student focused on the cereal and did not attend. The Tier 3 student chose one correct answer for the multi-select item but needed to be reminded to choose two answers. The student answered both table-match items correctly but needed to be guided through the item row by row by the educator. This demonstrates again the pattern of easily understood item response requirements for multiple-choice items, an unfamiliarity with the concept of two correct answers for an item for the multi-select item, and student confusion regarding the table-match item display.

Table 15: Percentage of Correct Student Responses for Grade 5 Students in Each Tier for Mathematics

Tier/Format	MC	MS	TM	EE
Tier 1	0	N/A	N/A	N/A
Tier 3	50	N/A	N/A	N/A
Total	25	N/A	N/A	N/A

Again, there is an increase of percentage correct for multiple-choice items as the tier level of the students increases. However, it must be noted that the educator of the Tier 3 student directly intervened into the student’s answer selections and even asked the student to reconsider one item and listen to the prompt again.

Grade 6 Students’ Reactions to the Item Formats

Three grade 6 students were included in the study; one student was identified as Tier 1, and two students were identified as Tier 2.

Table 16: Number of Items by Format Seen by Grade 6 Students in Each Content Area

Content Area/Format	MC	MS	TM	EE
ELA	5	0	2	0
Mathematics	5	1	1	2
Science	1	0	0	0
Total	11	1	3	2

Table 17: Percentage of Correct Student Responses for Grade 6 Students in Each Tier for English/Language Arts

Tier/Format	MC	MS	TM	EE
Tier 1	40	N/A	0	N/A
Tier 2	40	N/A	0	N/A
Total	40	N/A	0	N/A

The same multiple-choice item percentage correct responses were obtained for the Tier 1 and Tier 2 students. Neither the Tier 1 nor the Tier 2 students were able to answer the table-match item correctly. The Tier 1 student did not know where to begin to answer the table-match item, and the educator believed that, even if the item was worded in a different way but remained in the same format, the student would not be able to interact with the item. The Tier 2 students needed to be guided by the educator row by row to attempt to answer the table-match items.

Table 18: Percentage of Correct Student Responses for Grade 6 Students in Each Tier for Mathematics

Tier/Format	MC	MS	TM	EE
Tier 1	40	0	0	0
Tier 2	60	50	0	0
Total	53	33	0	0

It should be noted that the Tier 1 student gave up halfway through the mathematics items and did not respond to the multi-select, table-match, or equation-editor items. For the Tier 2

students to answer the multi-select items, the educator needed to remind them to provide two answers, and one of the students, when reminded, was able to answer the item correctly.

The Tier 2 students achieved a higher percentage of multiple-choice correct responses when compared to the percentage of correct responses for the Tier 1 students. Only one Tier 2 student was able to answer a multi-select item correctly, but neither Tier 1 nor Tier 2 students were able to answer the table-match or equation-editor items.

Table 19: Percentage of Correct Student Responses for Grade 6 Students in Each Tier for Science

Tier/Format	MC	MS	TM	EE
Tier 1	0	N/A	N/A	N/A
Tier 2	50	N/A	N/A	N/A
Total	50	N/A	N/A	N/A

The percentage correct of multiple-choice item answers increased from the Tier 1 students to the Tier 2 students.

Grade 7 Students’ Reactions to the Item Formats

Four grade 7 students participated in the study; one student was identified as Tier 1, one student was identified as Tier 2, and two students were identified as Tier 3.

Table 20: Number of Items by Format Seen by Grade 7 Students in Each Content Area

Content Area/Format	MC	MS	TM	EE
ELA	5	0	1	0
Mathematics	6	0	1	1
Total	11	0	2	1

Table 21: Percentage of Correct Student Responses for Grade 7 Students in Each Tier for English/Language Arts

Tier/Format	MC	MS	TM	EE
Tier 1	20	N/A	0	N/A
Tier 2	40	N/A	0	N/A
Tier 3	50	N/A	0	N/A
Total	40	N/A	0	N/A

Again, for the multiple-choice items, there is a pattern of increasing correct answers as the student tiers increase. None of the students, regardless of tier, were able to respond correctly to the table-match items. The Tier 2 and Tier 3 students needed to be guided through the

question, and the educator of one Tier 3 student asked the student why he or she chose the answer, prompting the student to change his or her answer, but the student’s answer was not correct.

Table 22: Percentage of Correct Student Responses for Grade 7 Students in Each Tier for Mathematics

Tier/Format	MC	MS	TM	EE
Tier 1	17	N/A	0	0
Tier 2	N/A	N/A	N/A	N/A
Tier 3	17	N/A	0	0
Total	17	N/A	0	0

The Tier 2 student and one Tier 3 student did not receive the grade 7 mathematics items; instead, they received the grade 8 mathematics items. All other students received grade 7 mathematics items. Therefore, only the correct responses of the students receiving grade 7 mathematics items were counted. The same percentage of correct responses was observed for Tier 1 and Tier 3 for the multiple-choice items. None of the students could answer the table-match or equation-editor items correctly. The students were confused by the table-match format and had difficulty understanding that they needed to select an answer for each row. For the equation-editor item, one student tried to use the item entry numbers as a calculator because it looked like one. A calculator-type item-entry format may in fact be confusing for students because they expect it to operate as a calculator. It might be worth trying this item format with the numbers set in a single horizontal row so they do not resemble a calculator.

Grade 8 Students’ Reactions to the Item Formats

Three grade 8 students participated in the study. One student was identified as Tier 1, one student was identified as Tier 2, and one student was identified as Tier 3; however, the Tier 3 student was really a grade 4 student who had been misidentified as a grade 8 student, so this student’s responses will not be considered.

Table 23: Number of Items by Format Seen by Grade 8 Students in Each Content Area

Content Area/Format	MC	MS	TM	EE
ELA	5	1	1	0
Mathematics	4	0	0	0
Total	9	1	1	0

Table 24: Percentage of Correct Student Responses for Grade 8 Students in Each Tier for English/Language Arts

Tier/Format	MC	MS	TM	EE
Tier 1	0	N/A	N/A	N/A
Tier 2	40	0	0	N/A
Tier 3	60	1	0	N/A
Total	20	50	0	N/A

The educator of the Tier 1 student was unfamiliar with the computer delivery of the items and accidentally ended the presentation of the English/language arts items before they were all presented. For the Tier 2 student, the increasing percentage of multiple-choice item correct responses is once again present as compared to the Tier 1 student’s correct responses. The Tier 2 student was unable to answer the multi-select item and the table-match item correctly.

Table 25: Percentage of Correct Student Responses for Grade 8 Students in Each Tier for Mathematics

Tier/Format	MC	MS	TM	EE
Tier 1	50	N/A	N/A	N/A
Tier 2	33	N/A	N/A	N/A
Tier 3	25	N/A	N/A	N/A
Total	36	N/A	N/A	N/A

In this case, the higher percentage of correct responses for multiple-choice items is in reverse: the Tier 1 student achieved a higher percentage of correct responses than the Tier 2 student. However, the Tier 1 student’s educator did prompt the student by asking the student if he or she was sure of the answer and asking why the student chose that answer.

Grade 10 Students’ Reactions to the Item Formats

Five grade 10 students participated in the study. The first student was identified as Tier 1; the second and third students were identified as Tier 3; the fourth student was identified as Tier 2 for English/language arts and mathematics and Tier 1 for science; the fifth student was identified as Tier 3 for English/language arts, Tier 1 for mathematics, and Tier 2 for science.

Table 26: Number of Items by Format Seen by Grade 10 Students in Each Content Area

Content Area/Format	MC	MS	TM	EE
ELA	5	0	0	0
Mathematics	5	0	0	0
Science	2	1	0	0
Total	12	1	0	0

Table 27: Percentage of Correct Student Responses for Grade 10 Students in Each Tier for English/Language Arts

Tier/Format	MC	MS	TM	EE
Tier 1	100	N/A	N/A	N/A
Tier 2	20	N/A	N/A	N/A
Tier 3	66	N/A	N/A	N/A
Total	62	N/A	N/A	N/A

Although the percentage correct for the multiple-choice items is higher for the Tier 1 student than for the students at the other tiers, the Tier 1 student participated by signing, and the educator interpreted the sign and entered the student’s response. No student seemed to encounter any difficulty in responding to these multiple-choice questions.

Table 28: Percentage of Correct Student Responses for Grade 10 Students in Each Tier for Mathematics

Tier/Format	MC	MS	TM	EE
Tier 1	30	N/A	N/A	N/A
Tier 2	40	N/A	N/A	N/A
Tier 3	10	N/A	N/A	N/A
Total	27	N/A	N/A	N/A

The percentage of correct responses for the multiple-choice items increased from the Tier 1 student to the Tier 2 student but then decreased, below the Tier 1 students’ percentage correct, for the Tier 3 students.

Table 29: Percentage of Correct Student Responses for Grade 10 Students in Each Tier for Science

Tier/Format	MC	MS	TM	EE
Tier 1	75	50	N/A	N/A
Tier 2	100	0	N/A	N/A
Tier 3	50	50	N/A	N/A
Total	75	33	N/A	N/A

Again, the Tier 3 students had the lowest percentage correct responses for the multiple-choice items; the Tier 2 student had the highest percentage correct. However, only the Tier 3 students were able to answer a multi-select item correctly.

Summary Discussion of the Item Formats across Grade Levels and Tier Levels

Reviewing the student responses across all grade levels, tiers, and content areas, some generalizations can be made. In many grades and across content areas, the percentage of

correct multiple-choice item responses increased as the tier level of the students increased. This is a pattern that makes sense for a summative assessment, as students at a higher ability level should have a higher probability of getting an item correct than students at a lower ability level. This seems to indicate that this item format for the most part is operating correctly and should be retained on the I AM assessment. However, this was not always true and that may have been due to the content assessed by the items rather than the multiple-choice item format. One possibility is that the content may have been taught earlier or later in the year to students of different ability levels. If it had been taught earlier the previous year to higher-functioning students, they may not have remembered this information whereas the lower-functioning students may have encountered this information later in the previous school year or even at the beginning of the current school year, so for them it may be more memorable. This, however, is speculation and is not supported by any data that were collected.

The multi-select item format seemed to be unfamiliar to most students; the students do not seem to have difficulty with the visual display or responding to the item when reminded to choose two answers as they seem to confidently choose their first answer but then do not carefully reflect and choose the second answer. It is highly probable that educators do not use this item format in the classroom and the alternate assessment student population in general has difficulty in responding to unlearned or unfamiliar situations. Until this item format becomes more familiar and is used in classrooms, it does not seem to be a viable answer format for this population of students. This format could possibly be made more accessible to students by providing a series of training items that students could practice prior to taking the assessment, but one should question the value that this item format brings to a summative assessment over a multiple-choice item format. Is it worth teaching students to interact with this item format for an assessment? However, the value of this item format does seem useful for interim or classroom assessments when educators can review individual student responses and determine if the student understands different aspects of the same concept.

The table-match item format is simply confusing. Most students did not understand how to answer these questions, and the only students who were able to answer these questions were the students who were carefully guided row by row by their educators. Because many of the students in the alternate assessment population have visual disabilities, the visual display this item format introduces interferes with their ability to demonstrate their mastery of a concept. Thus, this item format would introduce content irrelevant difficulty into the assessment which would decrease the validity of the assessment.

The equation-editor item format may be considered for future inclusion in the I AM assessment, as students seem to understand that they must figure out the answer by themselves. The value of this item format is that it offers an open-ended format to be included in an assessment. However, the number entry display seems to create confusion when it is formatted as a calculator because students expect it to function as a calculator. Changing the answer display to a horizontal row of numbers may be less confusing or having the display

actually function as a calculator so students can use it to answer the question with the final display being equal to the student's response so students do not have to transfer their answer from their hand-held calculators or from their paper and pencil calculations or from their manipulatives to the item answer keys to enter their answers. However, in either case, if changing the format of the answer keys or the use of an actual calculator, the item format changes would have to be piloted with a group of students to determine if the fix is effective.

During the training, educators were trained on some aspects of the test delivery system, but not all and this was confirmed during the study. This was evidenced during the grade 3 Tier 3 student's cog lab participation when the student clicked the ear icon to indicate his/her answer and the educator did not correct the misconception and instruct the student to click the answer option. It was also evident in the grade 8 Tier 1 student's cog lab participation when the student's educator accidentally ended the session by clicking the *next* arrow instead of entering the student's responses. During the participation of the grade 10 Tier 3 student, the educator was unable to scroll to the correct portion of the passage for the student. It may be beneficial to require all test administrators to demonstrate how to manipulate the testing platform for the students in case they need to act as a scribe or help students enter their choices correctly.

Study Question 2: To what extent do students use the intended cognitive skills and content knowledge when responding to assessment items?

This section of the report will analyze the extent to which students use the cognitive skills and content knowledge included in Indiana's Alternate Standards, or Indiana Content Connectors. The analysis will include reference to student grade level, tier level, and content area. The initial discussion of the student's use of cognitive skills will provide examples from several students, and their responses will be analyzed.

In this portion of the discussion, the data mentioned will come from Appendix A: Cog Lab I AM Items by Content Area and Grade Level and Appendix G: Cog Lab Student Response Data by Content Area and Grade Level. In Appendix A, the data are organized by grade level; the item code is followed by the aligned content standard and the cognitive skills a student needs to correctly respond to the item. In Appendix G, the data are organized by individual item with the item code, correct answer, and item format noted. Following this information, the individual student reactions to the item are noted; thus, there will be data listed for each student who gave responses to an item.

Appendix F contains all observed student behaviors when answering the questions. The students used a variety of methods to respond to the items, such as clicking or tapping on the options themselves, telling their educators which options to tap or click for them, and communicating using American Sign Language. This is typical of the response behaviors observed in this population of students and indicates that the computer-delivered items are accessible to most students in this population. Appendix F also demonstrates that students seemed to listen to the reading selections sporadically and seemed to be easily distracted.

Students did seem to listen to the text of the items and often replayed the audio of the items again. Student self-reports in Appendix G indicate that several students did know to click on the ear to hear the audio first and then selected their response after listening to the question.

Appendix H contains all educator reflections on the student responses. These educator reflections tend to be negative; the teachers rarely credited the students with demonstrating the necessary skill even when the student answered the item correctly. The most useful data came from the video recordings, the behavioral observations, and the student self-reports. However, the student self-reports were limited to verbal students; these students mostly came from Tier 3, so not all students participated in providing this information. According to a Department of Education observer, the “feedback we have received indicated it was a TON of paperwork. TAs had multiple questions to answer about every response for every subject area and sometimes for multiple students. Additionally, some felt it was disruptive to answer the questions while testing, so in many instances, they completed the forms at the end of the school day when the test wasn’t as fresh in their memory.”

The following pages include several student responses that indicate that these students were demonstrating the skills required by Indiana’s Alternate Standards.

ELA Grade 3, Tier 3 Student Response

This ELA test question is a three-option multiple-choice item that requires the student to select a one-word answer from three one-word choices. Each of the options has a picture with an arrow pointing to the part of the picture that is being named.

Question	Student Response
(Ask student) Why did you choose this answer?	When turtle gets scared they use their shell to hide
(Ask student) How did you know this was the right answer?	The right answer is turtles hide in their shells so they will be safe
(Ask student) What did you use in the question or the picture/passage to help you answer the question?	Because the turtle hides in the shell

The question is asking about a key idea in the informational text about turtles. One of the important skills in ELA is the ability to directly reference information in the text when justifying an answer. The text discusses where turtles live, what they eat, and finally, in the last paragraph, what they do to keep safe. The student was able to refer to the last paragraph of the passage and cite the text to justify his or her answer. This is the skill that the grade-level ELA standard requires of a student when answering questions. The student in this case is displaying the appropriate level of cognitive processing required by Indiana’s Alternate Standards.

ELA Grade 5, Tier 3 Student Response

The ELA test question the student is answering is a three-option multiple-choice item that requires the student to select a sentence from a story that supports an inference about having fun. Each of the options has a complete sentence from the story.

Question	Student Response
(Ask student) Why did you choose this answer?	Because new things can be fun
(Ask student) How did you know this was the right answer?	No response
(Ask student) What did you use in the question or the picture/passage to help you answer the question?	No response

The student question provides a general inference about the overall theme of the story and the student must select the sentence that supports this theme. The student’s comment that “new things can be fun” is the theme of the story, so the student had to select a sentence that supports this theme, which the student did successfully. Theme is an important concept in literary text, and selecting supporting statements is an important skill. This is a skill that is present in Indiana’s Alternate Standards.

ELA Grade 7, Tier 3 Student Response

The ELA test question the student is answering is a three-option multiple-choice item that requires the student to select a one-word answer from three one-word choices. Each of the options has a picture of the animal that is being named.

Question	Student Response
(Ask student) Why did you choose this answer?	No response
(Ask student) How did you know this was the right answer?	Because it says it's about animals
(Ask student) What did you use in the question or the picture/passage to help you answer the question?	No response

Although the student's responses are not that illuminating as to his/her thinking processes for this item, the item requires the student to search the passage to find the one sentence that refers to the name of a certain type of horse (a Clydesdale) because the question asks what type of animal this is. The other two animals in the options are both mentioned in the next sentences in the paragraph. The sentence prior to the mention of this type of horse refers to a boy and his grandfather who go to the horse barn, but the next sentence states that the Clydesdales are his favorite without mentioning the fact that a Clydesdale is a horse. The student must infer that a Clydesdale is a type of horse and then choose among the animals mentioned to indicate that inference. Making inferences while reading literary texts is one of the skills contained in Indiana's Alternate Standards for ELA.

Math Grade 7, Tier 3 Student Response

This mathematics test question requires the student to select an answer from three whole-number options. The student is presented with a multiplication equation with a factor, a missing factor, and the product. The student must find the missing factor.

Question	Student Response
(Ask student) Why did you choose this answer?	No Response
(Ask student) How did you know this was the right answer?	Because 3 times 3 equals 9
(Ask student) What did you use in the question or the picture/passage to help you answer the question?	No Response

To answer this question, the student must (1) recognize the number fact that is being represented by the equation; (2) working backwards from the product, recall which number times the number given equals the product; or (3) divide the product by the given number to find the missing factor. The student is required to recognize that multiplication and division are the inverse of each other, which is a mathematics skill embedded in Indiana's Alternate Standards for mathematics. In this case, the student recognized the multiplication fact and was able to supply the missing factor.

Summary

The Indiana Cognitive Lab Study demonstrated the possible usefulness of several different technology-enhanced item formats for the alternate assessment student population. Multiple-

choice items seem to be the most useful item format for this population. Multi-select and equation-editor item formats could be used, but students must be taught how to enter their responses. Students seemed to be confused by the requirement to select multiple answers and how to compute their own answers and enter them into the computer. The table-match item format seems to be visually and logically confusing for this population.

There is some evidence that students are displaying the skills required by Indiana's Alternate Standards as students' self-report data confirmed that they had attended to the content of the passages, stimulus materials, and items and then applied the appropriate thinking strategies to answer questions correctly.

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Appendix A: Cog Lab I AM Items by Content Area and Grade Level

Appendix B: Student Intake Forms

Appendix C: Cog Lab Study Data Gathering Protocol

Appendix D: Pre-Study Materials

Appendix E: Educator Training Materials

Appendix F: Cog Lab Student Observation Data by Content Area and Grade Level

Appendix G: Cog Lab Student Response Data by Content Area and Grade Level

Appendix H: Cog Lab Educator Response Data by Content Area and Grade Level



2019-2020 Accessibility and Accommodations Guidance

Office of Student Assessment



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Introduction

The Indiana Department of Education's (IDOE) Accessibility and Accommodations Guidance is intended for school-level personnel and decision-making teams (e.g., IEP, 504, SP, CSEP, and ILP) as they prepare for and implement Indiana State Assessments. Information is provided for school personnel to use in selecting and administering universal tools, designated features, and accommodations for those students who need them.

Federal and state laws require that all students, including students with disabilities and students with limited English proficiency, participate in statewide assessments to hold schools accountable for the academic performance of students according to IC 20-32-5-1 *et. seq.*, IC 20-32-5.1-1 *et. seq.*, and Sec.1111(b)(2)(B)(i)(II) of ESSA (codified at 20 U.S.C. § 6303b) Indiana Code Title 20.

In April of 2014, the Indiana State Board of Education approved college- and career-ready *Indiana Academic Standards* for English/Language Arts (ELA) and Mathematics. These standards, in addition to *2016 Indiana Academic Standards* for Science and 2014 Social Studies, clearly outline what students should know and be able to do for each content area and grade level. Additionally, the Indiana State Board of Education adopted Content Connectors in June of 2018 as Alternate Academic Standards for students with significant intellectual disabilities. Teachers provide instruction for all students to work toward grade-level content standards (i.e., Indiana Academic Standards or Content Connectors) by using a variety of instructional strategies based on the needs of students.

Educational reforms brought many changes in approaches to accessibility to ensure all students appropriately interact with content. These new approaches provide an opportunity for students who may not have received accommodations in the past to now benefit from needed accessibility supports employed in both instruction and standardized assessments as a result of rapidly developing technologies.

IDOE recognizes that the validity of assessment results depends on each and every student having appropriate universal features, designated features, and accommodations when needed based on the constructs being measured by the assessment. This is reinforced through the process of developing these next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness. IDOE takes systematic steps through item development and content presentation to ensure accessibility is interwoven in all steps of assessment delivery and scoring outcomes.

The next sections highlight the intended audiences, decision making process and organization of this document. Consider the document's guidance as a whole prior to informing instructional and assessment decisions to ensure appropriate implementation, including changes and improvements. Instructional supports and

accommodations may vary from those utilized on assessments to ensure the validity of reporting to the intended construct.

Audience

- Individualized Education Program (IEP), 504 plan, Choice Special Education Plan (CSEP), Service Plan (SP), or Individual Learning Plan (ILP) teams
- Special Education Teachers
- English Learner Teachers
- General Education Teachers
- Administrators and Test Coordinators

The Five Step Decision-Making Process

The five step decision-making process will help ensure that consideration of specific needs of the individual student when selecting accessibility features and accommodations for use in a variety of instructional and assessment settings. For students who receive accommodations, these must be utilized daily during instruction prior to being considered for any state assessment.



(CCSSO Accessibility Manual, 2016)

Sections

Note: Sections 1-3 apply to Indiana federally- and state-mandated assessments, except WIDA.

Section 1: Universal Features – Universal features are available to all students as they access instructional or assessment content.

Section 2: Designated Features – Designated features are available for use by any student for whom the need has been indicated by an educator (or team of educators) familiar with the student’s characteristics and needs.

Section 3: Accommodations – An accommodation is a change in the standardized testing materials or procedures that allow students with an IEP, 504, ILP, SP, and CSEP to participate in an assessment while measuring the intended construct.

Section 4: Accessibility Tools and Accommodations for WIDA ACCESS and Alternate ACCESS (English Language Proficiency Assessments) – Accessibility tools are allowed for *all* English Learners during the administration of WIDA ACCESS and Alternate ACCESS. There are also accommodations available for English Learners with disabilities.

Section 5: Special Circumstances and Non-Standard Accommodations – Specific guidelines describing documentation and requesting testing accommodations for students with temporary conditions, such as a broken arm.

Section 6: Specific Protocol for Scribe and Human Reader – Specific guidelines for using scribes, Human Readers, and Assistive Technology.

Section 7: Specific Guidance-- Guidance for Spanish Translations, glossaries, and Use of Bilingual Dictionaries.

Section 1: Universal Features

Universal features are available to ALL students as they access instructional or assessment content. Universal features are grouped into two broad categories based upon how they are provided to the student. They are:

- **Embedded:** Available through the online computer platform
- **Non-Embedded:** Provided to the student by the school

All Students taking I AM receive the following Universal Features:

- **Text-to-Speech:** All text is read aloud to students.
- **Individual Testing:** Student is tested individually.
- **Calculator:** Online Calculator or Handheld/Adaptive Calculator may be used for the assessment.

The following chart notes Universal Features and assessment assignments for each universal feature. The X indicates the Feature available for each specific assessment.

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Strikethrough	X	X	X	X	X	X	X
Online Calculator			X	X			X
English Dictionary, Thesaurus		X	X				
Expandable Passages	X	X	X	X	X	X	X
Highlighter	X	X	X	X	X	X	X
Glossary (English)		X	X		X	X	
Notepad	X	X	X		X	X	X
Line Reader	X	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X	X
Writing Tools		X	X				
Mark for Review	X	X	X		X	X	X
Formulas							X
Zoom	X	X	X	X	X	X	X
Global Notes		X	X		X		

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Preferential Seating	X	X	X	X	X	X	X
Headphones or Noise Buffers	X	X	X	X	X	X	X
Small Group Setting	X	X	X		X	X	X
Scratch/Blank Paper		X	X	X	X	X	X
Highlighters for Paper Assessments		X	X	X	X	X	X
English Dictionary and Thesaurus		X	X				
Adaptive/Handheld calculator for calculator allowable sessions only							X

The following chart gives descriptions of the Universal Features available.

Embedded

Strikethrough: Allows student to eliminate response options on multiple-choice and multiple-select interactions.

Calculator: Desmos Four Function digital calculator for [calculator allowed items](#) (ILEARN Grade 6). Desmos Scientific on-screen digital calculator for [calculator allowed items](#) (ILEARN Grades 7-8). Desmos Four Function on-screen digital calculator for all items (I AM Grades 3-8 and 10).

Refer to the [Calculator Policy](#). No online calculator available for 2019 ISTEP+ Summer retest due to paper administration. An embedded calculator will be available in ISTEP+ Grade 10 beginning with the Winter 2019 administration online. (*Note: Calculator flexibility exists for applicable sections.*)

English Dictionary, Thesaurus: On-screen access to the Merriam-Webster English language dictionary and thesaurus.

Expandable Passages: Allows student to expand the left side of the screen temporarily to make the passage more readable.

Highlighter: A digital highlighting tool for marking desired text, item questions, item answers with color.

Glossary (English): Allows students the ability to click on pre-selected construct-irrelevant terms with the definition.

Notepad: Allows student to enter notes as they are taking a test for test items only. Information typed into Notepad is not saved. Only available on the CAT and fixed form tests.

Line Reader: Allows one line at a time to be underlined during reading to guide reading of a lengthy passage.

Tutorials: Item-specific animation that instructs the student how to use the item.

Writing Tools: Selected writing tools (i.e., bold, italic, undo/redo, spell check) available for student-generated responses.

Mark for Review: Allows student to flag an item for future review during the assessment.

Formulas: Allows access to a Mathematics Reference Sheet via the Tools window. This button was formerly the Exhibits button. Once clicked it pulls up the mathematics reference sheet with formulas on it.

Zoom: A tool for making text or other graphics in a window or frame appear larger on the screen.

Global Notes: Allows students to take notes while they're taking a test. Only available on the PTs.

Non-Embedded

Preferential Seating: Determined by the Test Administrator (TA). (Can be due to lighting conditions, seat arrangement, behaviors, etc.)

Headphones or Noise Buffers: Used to block out distractions. (No music is allowed to be playing or plugged in. This is for sound dampening only.)

Small Group Setting: Available for students to be assessed in smaller groups.

Scratch/Blank Paper (including lined or graph): Available for students that prefer to write out their responses on paper before typing out their answers or to solve mathematics problems.

Highlighters for Paper Assessments: A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.

English Dictionary, Thesaurus: Available for writing items to be used with paper testing.

Adaptive/Handheld Calculator: Refer to the calculator policy. ALL students taking ISTEP+ can use a handheld calculator. <https://www.doe.in.gov/sites/default/files/assessment/calculator-policy2019-2020-final.pdf>

Section 2: Designated Features

Designated features are available for use by **any student** for whom the need has been indicated by an educator (or team of educators), parents/guardians or the student (if appropriate) who is familiar with the student’s characteristics and needs.

Decisions must reflect those supports that the student requires and uses during instruction and assessments. Student input into the decision, particularly for older students, is recommended.

Designated features need to be identified and assigned in the American Institutes for Research’s (AIR) Test Information Distribution Engine (TIDE) prior to assessment administration. Students should be familiar with using the designated features assigned to them.

Designated features are grouped into two broad categories based upon how they are provided to the student. They are:

- **Embedded:** Available through the online computer platform
- **Non-Embedded:** Provided to the student by the school

Embedded designated features need to be identified prior to assessment administration and must be entered into the TIDE, or set manually by the TA prior to the start of the test.

The following chart notes Designated Features and assessment assignments for each designated feature. The X indicates the Feature available for each specific assessment.

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Color Contrast	X	X	X	X	X	X	X
Glossaries		X	X		X	X	
Masking	X	X	X	X	X	X	X
Print Size	X	X	X	X	X	X	X
Mouse Pointer	X	X	X	X	X	X	X
Translation Stacked Spanish (NOT available for ELA)		X	X	X	X	X	

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Access to sound amplification system	X	X	X	X	X	X	X
Assistive technology to magnify/enlarge	X	X	X	X	X	X	X
Special furniture or equipment for viewing test	X	X	X	X	X	X	X
Time of day for testing altered	X	X	X	X	X	X	X
Special lighting conditions	X	X	X	X	X	X	X
Color acetate film for paper assessment	X	X	X	X	X	X	X

The following chart gives descriptions of the Designated Features available.

Embedded
<p>Color Contrast: Allows student to change background and foreground colors. TA selects color choices prior to test.</p> <p>Available choices are:</p> <ul style="list-style-type: none">● Black on White (default)● Yellow (dark and light)● Blue (dark and light)● Magenta (dark and light)● Gray (dark and light)● Green(dark and light)● Yellow on Blue● Reverse Contrast● Medium Gray on Light Gray
<p>Glossary (Languages): Translated glossaries provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies.</p> <p>Available languages are:</p> <ul style="list-style-type: none">● Spanish● Burmese● Mandarin● Arabic● Vietnamese
<p>Masking: Involves blocking off content that is not of immediate need or that may be distracting to the student.</p>
<p>Mouse Pointer: Allows changes to size (large and extra-large) and color (black, green, red, yellow, and white) of mouse pointer. TA selects color choices prior to test.</p>
<p>Print size: The online print size can be changed to 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline mode and may be more appropriate than a paper version.</p>
<p>Translation Stacked Spanish: Allows student to view the full Spanish translation of each test item above the original item in English for the content areas of Mathematics, Science, and Social Studies.</p> <p><i>Note:</i> Guidance for making the determination to utilize stacked Spanish translations is located later in <u>Section 7</u>.</p>

Non-embedded

Access to sound amplification system: The student adjusts the volume control beyond the computer's built in settings using headphones or other non-embedded devices.

Assistive technology to magnify/enlarge: The size of specific areas of the screen may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size to a level not provided for by the zoom universal tool.

Special furniture or equipment for viewing test: Allows the student special furniture or equipment to view the test better.

Time of day for testing altered: Student is tested during a specific time of day based on individual needs.

Special lighting conditions: Allows the student to view their test with lighting conditions that they use on a daily basis.

Color acetate film for paper assessment: Color transparencies are placed over paper-based assessments.

Section 3: Accommodations

An accommodation alters standardized testing materials or procedures to support students with an IEP, SP, CSEP, 504, and ILP. It allows them to participate in an assessment in a way that measures the student's abilities while assessing the intended construct.

These accommodations must be documented formally in the student's educational record in one of the following ways:

Students with Disabilities who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) of 1973 or Section 504 of the Rehabilitation Act.

- **Public Schools**

Individualized Education Program (IEP) – For students with disabilities served under IDEA receiving special education services.

Section 504 Plan – Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.

- **Nonpublic Schools**

Service Plan– A nonpublic school student with a disability receives special education and related services from the public school in accordance with a Service Plan. A Service Plan is similar to an IEP but does not contain all of the components of an IEP and does not ensure a Free Appropriate Public Education.

Nonpublic Schools Section 504 Accommodation Plan - If the student does not have a Service Plan, the nonpublic school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with a disability under Section 504.*

Choice Special Education Plan (CSEP) – Students whose choice scholarships include special education funds have a CSEP that is developed by the nonpublic school per the current rules.

- **English Learners are identified as students who:**
 - Are enrolled in Indiana schools with a non-English language indicated on the Home Language Survey;
 - Have been assessed with WIDA English language proficiency screener (WIDA Screener or W-APT) and demonstrate an overall English proficiency level between 1.0 – 4.9 but have not yet achieved proficiency on ACCESS for ELLs; and
 - Have an ILP.
- EL students with an IEP may receive all accommodations listed below, as determined by their case conference committees.
- EL students with an ILP for language needs only may receive the following accommodation as part of their program:

	IREAD-3	ILEARN	ISTEP+
Text to Speech	X	X	X
Bilingual Word-to-word dictionary	X	X	X
Read aloud to self	X	X	X
Tested individual	X	X	X
Extra breaks	X	X	X
Extra time	X		X

Accommodations

- **Embedded:** Available through the online computer platform
- **Non-Embedded:** Provided to the student by the school

The following chart notes Accommodations, specifically associated features and assessment assignments. The X indicates the accommodation available for each specific assessment.

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Online ASL videos for listening items		X	X				
Refreshable Braille and Embosser for Online testing		X	X		X	X	
Closed Captioning for online Audio items		X	X				
Permissive mode to access assistive technology (AT) device(s)	X	X	X	X	X	X	
Print on Demand for online test		X	X		X	X	
Streamline format for online test	X	X	X	X	X	X	
Student has use of an online calculator during all sessions				X			
Text-to-Speech for online test	X	X	X	X	X	X	X
Accommodated Fixed Form	X	X	X	X	X	X	X

Audio Transcripts		X	X				
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Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Read aloud to Self	X	X	X	X	X	X	X
Large-Print Booklet	X	X	X	X	X	X	X
Braille Booklet	X	X	X	X	X	X	X
Print Booklet	X	X	X	X	X	X	X
Interpreter for Sign Language	X	X	X	X	X	X	X
Read Aloud Script for Paper Booklet	X	X	X	X	X	X	X
Human Reader	X	X	X	X	X	X	X
Tested Individually	X	X	X	X	X	X	X
Alternate Indication of Response	X	X	X	X	X	X	X
Scribe		X	X		X	X	X
Extra Time	X			X			X
Multiplication Table		X	X	X	X		
Hundreds Chart		X	X	X			
Braille Transcript for Audio Items	X	X	X				
Student Provided with Additional Breaks	X	X	X	X	X	X	X
Bilingual Word-to-Word Dictionary	X	X	X	X	X	X	X
Low Assistive Writing Instrument							X
Student Provided Access to Own Resources (tactile symbols, raised lined graph paper)				X			X

Student has use of an adaptive / handheld calculator for calculator allowed items			X		X		
Student has use of an adaptive / handheld calculator during all sessions				X			
Student has use of an adaptive/handheld calculator during non-calculator sessions							X

The following chart gives descriptions of the Accommodations available.

Embedded
Online American Sign Language (ASL) Video: ASL videos will be available for any ELA item that has a listening component. ASL human signer and the signed test content are viewed on the same screen.
Refreshable Braille: Students who are blind or have low vision may use refreshable braille to read text output. Permissive mode must be indicated as an accommodation.
Braille Embosser: Braille embosser provides the graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform). Permissive mode must be indicated as an accommodation.
Permissive Mode to Use Assistive Technology Devices: Permissive mode must be selected if accommodations requiring additional software is to be used or a specific assistive technology device needs to be used. A Fidelity Assurance Form must be completed and the guidelines followed.
Closed caption for Online Audio Items: Printed text that appears on the computer screen as audio materials are presented. The closed Captioning text will cover some of the items due to space allocated on the platform.
Print on Demand: Paper copies of either passages/stimuli and/or items are printed for students. Student may request one or more test questions to be printed electronically from the online system for students to review on paper. All printed test material must be securely destroyed according to IDOE protocols at the end of the test session. Permissive mode must be indicated as an accommodation.
Streamline Format: Streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. Two-column scrolling or tables used for layouts are not present in the streamline format.
Text-to-Speech (except for reading comprehension) Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Accommodated Fixed Form: An online fixed form assessment with a human reader script is intended for students who are deaf or hard-of-hearing that cannot access ASL via the online platform. The accommodated fixed form is not adaptive and will not alter items present to students based on their performance during the assessment.

Audio Transcriptions: allow students to view a transcript of the audio content for the current test page. All text in a test item's audio content will display in a separate window. The text in transcripts can be read by screen readers, such as JAWS. This is useful for visually impaired students who are accustomed to accessing information presented via audio in the form of braille.

Please note this is a different accommodation from closed captioning, which is intended to assist hearing-impaired students. Additionally, please note that Audio Transcripts are available only on ILEARN English/Language Arts assessments.

Non-Embedded

Read Aloud to Self: Student may read aloud to self so they can listen to themselves as they answer the questions, using devices such as a whisper phone. This accommodation requires the student be tested individually.

Large-Print Booklet: Large-print assessment booklets are printed in 18-point font.

NOTE: The online print size can be changed to 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline mode and may be more appropriate than a paper version.

Braille Booklet: A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). IDOE provides these assessments in Unified English Braille (UEB) and/or UEB with Nemeth for all grades.

Print Booklet: A paper form of the assessment can be provided to a student as long as it is formally documented in the student's educational record that the student cannot participate in online testing. The paper form is a fixed form and not adaptive*.

*Fixed form assessments may not have the same level of reporting as the computer adaptive assessments.

Interpreter for Sign Language: Students can access their school-employed certified Interpreter and a script must be used by interpreter. The TA must oversee the Interpreter.

NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing.

Read Aloud Script for Paper Booklet: Scripts are required when a human reader is providing the read-aloud accommodation. A script must be ordered ahead of time and the human reader must follow the script verbatim. Reading comprehension questions are not presented orally, except for I AM assessments. In addition, any question cannot be read aloud where oral presentation is noted as being prohibited.

Human Reader: Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script for both online and paper fixed forms. **I AM** will have all items read aloud.

Tested Individually: The location for testing should be planned prior to the administration of the assessment.

Alternative Indication of Response: Alternate response options include, but are not limited to: circling, pointing to, stating or adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.

Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Scribe: Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided under **Scribing Protocol in Section 6.**

Adaptive/ Handheld Calculator: A non-embedded calculator for students needing a handheld or adaptive calculator such as a braille calculator or a talking calculator, for calculator-allowed items. (ILEARN 6-8 Mathematics and ILEARN grades 4&6 Science). This calculator can be Adaptive or handheld or both adaptive and handheld.

Extra Time: Student is given extra/extended time to complete assessment with a time limit that is set based on identified testing times. The TA needs to utilize the guidance given in the IEP. Unlimited time is not allowed. Because ILEARN tests are not timed, TAs need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

ISTEP+ and IREAD-3 must have a time limit for Extra Time.

Multiplication Table: For students with a documented and persistent calculation disability (i.e., dyscalculia), a paper-based 9x9 multiplication table may be used.

Hundreds Chart: For students with a documented and persistent calculation disability (i.e., dyscalculia), a paper-based 1-100 chart may be used.

Braille transcript for audio items: A braille transcript of the closed captioning is available for the listening passages.

Student provided with additional breaks: Student is allowed additional breaks during testing. Some students may need to take a break due to the existence or sudden onset of a temporary or long-term medical condition, or to re-focus due to attention concerns. If this occurs, the student's testing time is suspended during the break and is resumed upon the student's return.

Bilingual word-to-word dictionary: A bilingual word-to word dictionary can be provided for students who are English Learners.

NOTE: Guidance for *Use of Bilingual Dictionaries* is located in **Section 7.**

Low-Tech Assistive Writing Instrument: Students may use pencil grips or other low-tech assistive writing instruments when testing on paper. **(ISTEP+ only)**

Student Provided Access to Own Resources: Student is allowed to use their own resources, such as tactile symbols, raised lined graph paper.

Student has use of an adaptive/handheld calculator for calculator allowed items: Student is allowed to use an adaptive/handheld calculator during sessions in which a calculator is allowed (ILEARN Grades 6-8, Biology, and Grade 4 Science)

Student has use of an adaptive/handheld calculator for all sessions: Student is allowed to use an adaptive/handheld calculator for all sessions during the assessment. (Only available for I AM assessment)

Student has use of an adaptive handheld calculator identified as non-calculator sessions: Student is allowed to use an adaptive/handheld calculator during sessions identified as non-calculator. (Only available on ISTEP+ Mathematics)

Section 4: WIDA ACCESS and Alternate ACCESS (English Language Proficiency Assessments)

The WIDA Consortium shared extensive guidance regarding accessibility and accommodations for use on WIDA ACCESS. However, to ensure compliance with Indiana guidance, please refer to this Indiana-specific list of approved accommodations.

The following list of test accessibility tools are allowed for *all* English Learners during the online and paper test administration of ACCESS and Alternate ACCESS for whom the need has been indicated by an educator (or team of educators) who are familiar with the student's characteristics and needs, provided that all standardized testing and security requirements are met. All embedded tools are automatically given on the WIDA ACCESS and Alternate ACCESS.

NOTE: As a reminder, clarifying test directions in the student's home language is not considered a valid accommodation in Indiana.

Additional information and guidance is available at <https://wida.wisc.edu/assess/accessibility>.

Administrative Considerations for WIDA Assessments

The following individualized administration procedures provide flexibility to corporations and schools in determining the conditions under which WIDA assessments can be administered most effectively for all English Learners.

Administrative Consideration	Description
Adaptive and Specialized Equipment of Furniture	Students who routinely use adaptive and specialized equipment or furniture should have access to those during testing. Some examples include special seating, weighted vests, fidget tools, specialized lighting, and adaptive keyboards.
Alternative Microphone	If students are uncomfortable using a microphone attached to a headset, an external microphone or the microphones built into the testing device may be used instead.
Frequent or Additional Supervised Breaks	Students may take breaks, as needed. Frequent breaks refer to multiple, planned, short breaks during testing based upon a student's specific needs (e.g. test anxiety, test fatigue).

Small Group Setting	Students may be tested in a small group setting. A formal plan (accommodation) is not required.
Monitor Placement of Responses	TAs may monitor response placement to ensure the student is marking responses in the correct location of the paper test booklet or onscreen.
Read Aloud to Self	A student may read the test aloud to self. Devices, such as “whisper phones,” should be used in group settings. If not using a device such as a whisper phone, student should be tested individually.
Specific Seating	Students may be seated in a specific location in the testing room.
Short Segments	Students may need longer breaks during administration of a single test domain. In these cases, the assessment may be administered in short segments. <i>Note: A language domain should be completed within a single school day.</i>
Verbally Redirect Student’s Attention to the Test	TAs may verbally redirect a student’s attention to the test, if the student is demonstrating off-task behavior. Verbal redirection can be given in English or the student’s native language.

Embedded

Highlighter: Allows student to highlight text.

Line Guide: Allows student to focus on limited sections of text.

Screen Magnifier: Increases the screen size by 1.5x or 2.0x to allow student a closer look at a visual image, such as a picture or graphic.

Sticky Notes: Allows student to take notes to assist in responding to writing items.

Color contrast: Allows change to background and text color.

Available choices are:

- White with black text
- Pink with green text
- Yellow with blue text
- Light grey with brown text
- Orange with blue text
- Dark grey with green text
- Light green with purple text
- Dark green with red text

Color Overlay: Used to change the background color that appears behind text, graphics, and response areas for paper tests only.

Available choices are:

- Pink
- Yellow
- Blue
- Green
- Orange

Non-embedded

Read test directions by TA: Provided to students who have a documented need for an in-person human reader. A script must be ordered from DRC.

Repeat test directions by TA: Test directions read aloud and repeated by in-person human.

Scratch/blank paper (including lined or graph paper): Available for students that prefer to write out their responses on paper before typing out their answers or to solve mathematics problems.

Explain/clarify test directions in English by TA: Test directions are explained/clarified in English.

Verbally redirect student's attention to test in English: Redirect student to focus their attention on their test in English.

TA monitors placement of responses on-screen or in test booklet: TA monitors that responses on the screen or in the test booklet are in the correct location so that the student doesn't get on the wrong test question/item.

Test administered:

- In a small group
- In a separate room
- With preferential or adaptive seating
- In a space with special lighting
- In a space with special acoustics
- With adaptive or specialized furniture or equipment
- Using tools to minimize distractions or maintain focus (e.g., use noise-reducing headphones or instrumental music played through an individual student's headphones or earbuds)
- Frequent or additional supervised breaks
- Test administered in short segments (i.e., administer brief sections of the test, one at a time)

Universal Tools for WIDA Assessments

Universal tools are available to all students participating in WIDA assessments to address individual accessibility needs. Universal tools may be embedded in the online test system or provided by the TA during testing.

Universal Tool	Description and Test Mode
Audio Aids	A tool the student can use to amplify or diminish sound. <i>Online and Paper</i>
Color Contrast	A tool the student can use to change the text and background color. <i>Online</i>
Color Overlay	A tool the student can use that changes the contrast between the text and the background color. <i>Paper</i>
Highlighters	A tool the student can use to mark specific text. <i>Online (embedded tool) and Paper (highlighter marker)</i>
Keyboard Navigation	A tool the student can use to change to different areas of the online test screen or move from screen to screen by using the keyboard in place of the mouse. <i>Online</i>
Line Guide or Tracking Tool	A tool the student can use to guide his/her eyes while reading text. <i>Online (embedded tool) and Paper (tracking tool, such as a blank note card)</i>
Low-Vision Aids or Magnification Devices	A tool the student can use to increase the size of graphics and text. <i>Online (embedded magnification tool of 1.5x or 2.0x) and Paper (low vision device)</i>
Sticky Notes	A tool the student can use to make notes in preparing for responses on the Writing test. <i>Online (embedded sticky notes tools)</i>
Scratch paper	A tool the student can use for notes, drafts, and diagrams. <i>Online and Paper</i>

Accommodations for WIDA Assessments

Accommodations on WIDA assessments are intended *only* for English Learners with disabilities, as specified in an IEP, CSEP, or Section 504 Plan. Accommodations may be embedded within the online test platform or delivered locally by the TA. Paper-based test forms, including standard print, large-print, and braille, are available if the accommodation is documented in the student’s formal plan (excludes ILP).

Accommodation Code and Name	Description	Test Domains	WIDA Assessment
BR: Braille with Tactile Graphics	Used to provide access to the assessment for a braille-proficient English Learner who is blind.	Listening Reading Writing	Screener (Paper) ACCESS (Paper)
EM: Extended time of a test domain over multiple days	In rare cases, student may complete a test domain over multiple days. Must be approved by IDOE.	Listening Reading Speaking Writing	ACCESS KG ACCESS Alternate ACCESS
ES: Extended Speaking test response time	Student is provided up to twice the allowable time to respond to items.	Speaking	All
ET: Extended testing time within the school day	Student is allowed extended test time within the same school day.	Listening Reading Writing	All
HI: Human Reader for items (stimuli and prompts)	Provided to students who have a documented need for an in-person human reader. A script must be ordered from DRC.	Listening Speaking Writing (4-12, Tiers B/C)	Screener (Paper) ACCESS (Paper) Alternate ACCESS
HR: Human Reader for response options	Read aloud of text-based response options by an in-person human reader.	Listening	Screener ACCESS
RI: Human Reader for repeat of items (stimuli and prompts)	Read aloud and repeat test items by in-person human.	Listening (1x) Speaking Writing	Screener (Paper) ACCESS (Paper)
RR: Human reader for repeat of response options one time	Read aloud of text-based response options and repeat (one time) by an in-person human reader.	Listening (1x)	Screener ACCESS

SD: Interpreter signs test directions in ASL	Interpreter uses ASL or another sign system to sign test <u>directions</u> to the student.	Listening Reading Speaking Writing	All
LP: Large-Print	Large-print version of the test; student responses must be transcribed verbatim into a scannable test book and returned to DRC for scoring.	Listening Reading Speaking Writing	ACCESS (Paper) KG ACCESS
MC: Manual control of item audio	Used to support students who need additional time for language processing or focusing	Listening Speaking Writing (N/A for paper)	Screener ACCESS
RA: Repeat item audio	Used to support students who need repetition based on language processing or focus needs.	Listening (1x) Speaking Writing	Screener ACCESS
SR: Scribed response	For students who are unable to write due to a disability or temporary medical condition (e.g., broken arm).	Listening Reading Writing	All
RD: Student responds using a recording device	Student uses a recording device to respond, and then transcribes the response into the test.	Writing	Screener ACCESS
NS: Test may be administered by school personnel in non-school setting	For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the test window. Must be approved by IDOE.	Listening Reading Speaking Writing	All
WD: Word processor or similar keyboarding device used to respond to test items	Student responds using standalone word processing or similar keyboarding device. Transcription must occur immediately following the completion of the tested domain.	Listening Reading Writing	All

Accommodation Exclusions for Kindergarten ACCESS and Alternate ACCESS:

Administrative procedures of Kindergarten ACCESS and Alternate ACCESS incorporate the following accommodations; therefore, they do not need to be recorded in WIDA AMS or on the student test booklet.

- **EM:** Extended testing of a test domain over multiple days
- **ES:** Extended Speaking test response time
- **ET:** Extended testing time within the school day
- **HI:** Human Reader for items
- **HR:** Human Reader for response options
- **RI:** Human Reader for Repeat of paper-based test items
- **RR:** Human Reader for report of response options one time
- **MC:** Manual control of item audio
- **RA:** Repeat of test item audio

Unallowable Accommodations and Supports:

- The following actions are not permitted for WIDA assessments:
- The TA reading aloud test items or passages in the Reading domain;
- The TA translating test items into a language other than English;
- The TA reading test items in a language other than English;
- The student using a bilingual word-to-word dictionary; and
- The student responding to test questions in a language other than English.

Section 5: Special Circumstances and Non-Standard Accommodations

Temporary Accommodations

School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the manner in which the student would normally participate. If such an instance occurs, the school must develop an Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) or Individual Health Plan that describes the accommodation(s) the student will utilize during testing. These recommendations must come from the student's health care provider.

An Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) is a written plan that includes a description of what took place and describes the accommodation(s) the student will utilize during testing.

For students with concussions, IDOE has developed several guidance documents that can be used by both providers and schools regarding academic accommodations. These documents can be found under the *Return to Learn Protocol* section at <http://www.doe.in.gov/student-services/health/concussion-and-sudden-cardiac-arrest>.

The school is required to notify the student's parents of the planned accommodation(s). This document must be included as part of the student's permanent record kept on file at the local level and **does not** need to be submitted to the Office of Student Assessment (OSA).

Temporary accommodations may include using assistive technology, such as speech-to-text software or a scribe, if the student is taking the assessment in a paper booklet. The CTC can order a paper booklet of an assessment by submitting a *Non-Standard Assessment Accommodation Request*. If a scribe is needed, follow the instructions for scribing below and in the *Test Coordinator's Manual* for the specific assessment.

Non-Standard Assessment Accommodation Request

A non-standard assessment Accommodation is one that is not listed in this document and is used on a regular basis by the student. It must be approved by IDOE. A Non-Standard Accommodation can be requested for:

- Students with an IEP, Section 504 Plan, ILP, or Service Plan. The accommodation must be part of the student's IEP, Section 504 Plan, ILP, or Service Plan
- Students without a formal plan, including:
 - Religious reason

- Students in a facility without access to computers
- Students on homebound
- Students with an *Emergency/Temporary Accommodation Plan*

The accommodation:

- must not invalidate the construct of the assessment;
- must align with instructional practices; and
- must be individualized for the student who needs the accommodation

Requests must be made to IDOE by the CTC.

Prohibited Accommodations

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

- Reduce the complexity of the language in the directions or test items.
- Use of visual cues or color-coded prompts.
- Administer the entire assessment in a language other than English with the exception of ILEARN Mathematics, Science, and Social Studies assessments utilizing Spanish Translation.
- Sessions extended beyond the instructional day. Extended time must be added to the current test session (not applicable to ILEARN or I AM).

Section 6: Specific Protocol for Scribe and Human Reader

Scribing Protocol

Scribing is an accommodation used with students who are unable to provide written answers for class work and, therefore, for state testing. 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. 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.

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, ASL, braille, assistive communication device, etc.). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. The scribe should be familiar with the student's vocabulary, spelling, and grammar skills. 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.

Before Testing:

- Scribes must complete Test Security Training and read and sign the *Testing Security and Integrity Agreement* prior to test administration which is located in the Indiana Assessments Policy Manual.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Scribes should practice the scribing process with the student at least once prior to the scribing session.

The directions below outline the procedure for using a scribe:

- For multiple-choice or technology-enhanced items, the student must point to (or otherwise indicate) the desired response option (i.e., eye gaze, head pointer, etc.).
- Once the student makes his/her selection, the scribe will mark the indicated answer choice and have the student check for accuracy.
 - For constructed-response, extended-response, or essay items, the student may dictate the answer to the scribe. The scribe, in return, records the response one of two ways:
 - Writing the answer while prompting for spelling when uncertain as to whether a word is within the student's

vocabulary or spelling skill level (i.e. ask the student to spell the word as they desire the scribe to write it); or

- Typing the student's response onto a computer 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.

- The scribe may not coach or correct the student on:
 - the meaning of a word,
 - the spelling of a word, or
 - the punctuation of a sentence.
 - Capitalization or punctuation should not be included in the written responses unless instructed to do so by the student.
 - 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.
 - 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 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).
 - Each scribed response should begin with the word "Scribe" in the response field.

Considerations for students also using ASL or other sign system:

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. The interpreter must complete Test Security Training and read and sign the *Testing Security and Integrity Agreement* prior to test administration which is located in the Indiana Assessments Policy Manual. Interpreters must be school employed and certified.
- When a constructed response is required, the interpreter should convey the meaning behind the student's indicated response, such as stating out loud to the TA the student's response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
 - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for students using Braille:

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

After Testing:

The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the STC.

Human Reader Protocol

Scripts are required when a human reader is providing the read-aloud accommodation. A script must be ordered ahead of time and the human reader must follow the script verbatim. Reading comprehension questions are not presented orally, except for I AM assessments. In addition, any question cannot be read aloud where oral presentation is noted as being prohibited.

All Subject Areas

- This accommodation can be administered one-on-one or to a small group of students, provided that each student has this accommodation listed in the IEP or one of the other plans listed previously in this appendix. Ideally, the TA/Proctor will have worked with the student previously.
- The TA/Proctor must read the script word for word, exactly as written, using a neutral tone and no detectable changes in inflection.
- The TA/Proctor administering the read aloud accommodation should be attentive when reading the script so students are not inadvertently clued to a correct response or a response option is eliminated.
- The TA/Proctor may reread the directions, questions, and response options at the student's request only.
- The TA/Proctor may review the script no more than the day before administering the read-aloud accommodation to ensure proper administration.

For statewide testing, schools are **expected** to utilize resource(s) that are provided for the test administration in order to maintain standardization and adhere to uniform administration procedures and conditions during an assessment.

The read aloud accommodation for statewide testing should only be available to students who require it per their education plan. This accommodation is not intended to be provided to every student with poor reading skills, including those who can decode but have poor comprehension skills or those who simply have not been taught decoding skills.

Section 7: Specific Guidance

Guidance on Spanish Translation and Glossaries

The ILEARN Assessments for grades 3-8 have Spanish Translation (Stacked Spanish) and Glossaries available. The I AM Assessments for grades 3-8 and 10 have Spanish Translations available.

Spanish Translation:

Eligible students literate in Spanish (see below) may benefit from stacked Spanish translations for Mathematics, Science, and Social Studies. This feature provides the student the full Spanish translation of directions and each test item above the original item in English. Students using the stacked Spanish translation are expected to respond in English.

Language Glossaries:

Eligible students (see below) may benefit from a glossary of translated terms for specific assessment items. Language glossaries in Spanish, Burmese, Arabic, Mandarin, and Vietnamese are provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies.

Eligible Students:

Both stacked Spanish translation and translated language glossaries are designated features.

School staff familiar with the student's academic and linguistic background should determine appropriate language supports, taking the following student characteristics into account:

- WIDA ACCESS Oral Language proficiency level
- WIDA ACCESS Literacy proficiency level
- Formal education experiences
- Native language literacy skills
- Current language of instruction
- Presence of a disability

Eligible students include the following groups:

- **English Learners** – Students who speak a language other than English but have not yet scored proficient on an English language proficiency assessment (placement or annual) and have an Individual Learning Plan (ILP).
- **English Learners with Disabilities** – English Learners with disabilities have both an IEP and ILP. These students are eligible for accommodations through both plans to meet both their special education and language proficiency needs.

- **Former English Learners** – Students who have exited English Learner status by scoring proficient on the annual English language proficiency assessment and no longer have an ILP.
- **Multilingual Students** – Multilingual students may be fluent in more than one language, regardless of home language or English Learner status.

Please note:

- Decisions to use a designated support should be made based on the individual's specific needs and not for particular student groups (e.g., providing Spanish glossaries to all Spanish-speaking students).
- Translation should not affect the construct being assessed and must reflect those supports that the student requires and uses when available during instruction and for assessments.

Use of Bilingual Dictionaries by English Learners on State Assessments

IDOE permits word-to-word bilingual dictionaries for use on Indiana assessments as an accommodation for English Learners. However, use of a bilingual dictionary is not appropriate for all English Learner students. Students must meet the following requirements in order for a bilingual dictionary to be appropriate for use on state assessments:

- The student must be capable of reading in their native language;
- The student must be capable of reading words in English; and
- The student's ILP must document use of a bilingual word-to-word dictionary as an accommodation.

Schools must assure locally that bilingual dictionaries used by English Learners on state standardized tests meet specific criteria. Schools are not required to seek formal approval from IDOE for use. The criteria includes:

- Contain word-to-word translations only;
- Do not contain definitions and/or examples of English phrases; and
- Do not contain any additional information (e.g., visuals grammar, list of irregular verbs).

All schools are subject to possible monitoring of appropriate assessment practices by IDOE. Therefore, schools must be prepared to provide evidence that appropriate bilingual dictionaries were utilized. For guidance on choosing appropriate dictionaries, the following are examples that meet the aforementioned criteria:

<p>Language: Dutch Title: <u>Dutch-English/English-Dutch Concise Dictionary</u> Publisher: Hippocrene ISBN-10: 0870529102 ISBN-13: 978-0870529108</p>	<p>Language: French Title: <u>English-French & French-English Word-to-Word Dictionary</u> Publisher: Bilingual Dictionaries, Inc. ISBN-10: 0933146361 ISBN-13: 978-0933146365</p>
<p>Language: Kinyarwanda Title: <u>English-Kinyarwanda Dictionary: Kinyarwanda-English (Kinyarwanda and English Edition)</u> Publisher: CreateSpace Independent Publishing Platform ISBN-10: 1449527485 ISBN-13: 978-1449527488</p>	<p>Language: Spanish Title: <u>Word-for-Word English-Spanish Spanish-English Dictionary</u> Publisher: Harper Collins ISBN 10: 0061774375 ISBN-13: 978-0061774379</p>

The Chin language, commonly spoken by students from Burma, does not have a widely-published word-to-word bilingual dictionary. If you are in need of a Chin dictionary, please contact MSD Perry Township English Learner Department at 317-789-3700. If you are in need of a dictionary and cannot locate an appropriate option, have questions or concerns, or need additional guidance, please contact OSA at inassessments@doe.in.gov.

Print on Demand

Print on demand is a tool that can be utilized for students with an identified need, and is typically used for students with low vision. The intent of the tool is to enable a student to request a paper copy of an individual online test item that might be difficult for the student to interpret in an online environment. For example, if a student who is unable to read a graph online (even with the Zoom features), they may need to print the singular item. Utilizing the print on demand functionality is not equivalent to a paper version due to its adaptive nature. A very small number of students may need this accommodation. Any student using this accommodation will need additional time to complete the assessment, must be tested individually, and must have permissive mode turned on. The student, TA, or Proctor must transcribe student responses for any items into the online system at the time of testing before the student may advance to the next item. This would include multiple-choice, performance task items and mathematics equation/numeric response items. Due to the increased security risks associated with this tool, this tool requires that two adults (one TA and one Proctor) to administer the assessment to the individual student. It is not possible to utilize this tool in a group setting due to the security risks involved.

If students require multiple items in a paper format, they should receive a paper form instead of the online assessment.

Identifying Eligible Students

Print on demand is an accommodation available **only** for students with an IEP or Section 504 Plan who normally participate in online assessments. The decision to allow students to use the print on demand accommodation must be made on an individual basis. A corporation or school must report this accommodation for the student in the IIEP or DOE-TA.

Ensuring Proper Use

OSA will contact CTCs at least 1 month prior to the test window with information relating to the required process and *Fidelity Assurance Agreement*. CTCs of schools reporting the print on demand accommodation for one or more students must sign a *Fidelity Assurance Agreement* acknowledging intent to follow the required procedures (outlined below) before, during and after testing.

Before Testing:

The CTC and School Test Coordinator (STC) will develop test security management that includes:

- Setting up a secure location of the printer. This must be a dedicated printer or one that is password protected. It must be located in the testing room.
- Clarifying local testing staff roles and responsibilities. A proctor or second TA must be assigned to the testing area. **The TA must never leave the testing room.**
- The student and the TA must rehearse this process before the actual test window, and the CTC and STC will ensure this step takes place.

During Testing:

Before the TA approves the student's request to print a test item (including stimulus or passage, if needed) the TA must ensure that the printer is on and is monitored by staff who have signed the *Indiana Testing Security and Integrity Agreement* and completed test security training.

1. The student sends a print request to the TA for an item.
2. The TA approves the student's print request and allows the item to print to a predetermined secure location.
3. Once printed, the Proctor retrieves the printed item from the secure printer and provides the printed page to the student.
4. The student responds to the item on the printed page.
5. The student or TA transcribes the student's response into the online system.
6. The student proceeds to the next item in the assessment.
7. This process repeats for each item, as directed by the student.
8. The TA must collect the printed item after the student enters his or her response online and securely retain the printed item to check in to the STC according to the test schedule for a given day.

After Testing:

All printed materials resulting from the student's print on demand test administration must be provided to the STC for secure storage (until the end of the day) immediately following the completion of the student's test session. The STC must collect the TA's signature and document the date, time, test segment, and content area of the printed test items upon the TA's submission of the items. The STC must securely destroy the print on demand test items at the end of each testing day. Documentation of secure destruction must be kept on file (the signature of the STC and another school administrator serving as a witness confirming the date, time, and method of destruction will suffice). Printed test items, stimuli, and/or passages must

not be kept for future test sessions. Any breach of this guidance will require submission of test security documentation to IDOE.

Fidelity Assurance Form

If a student is using speech-to-text software that requires active connection to the internet and/or contains prohibited features that CANNOT be disabled, the CTC must submit a *Fidelity Assurance Form* to OSA. Questions regarding speech-to-text should be directed to the Office of Assessment at INassessments@doe.in.gov or (317)232-9050.

Protocol for the Presence of a Medical Support During Testing. If a student has the need for a medical support during testing, the following protocol must be implemented.

- The need for a student to have a medical support (e.g., Glucose Monitor, cell phone, smart watch) for a medical purpose during testing must be documented in the student's formal plan (e.g., IEP, Section 504 plan, etc.) in advance of testing. In the event the school is monitored by IDOE, this documentation may be requested.
- The CTC must complete and submit a *Fidelity Assurance Form* to IDOE.
- The medical support cannot be visible during testing unless there is a medical need that requires this.
- A Proctor must be present in the testing room (along with a TA).
 - The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the support for anything unless there is a medical need (in this case, testing should be paused or stopped to allow the student to receive medical attention).
- Once testing is finished:
 - The student's support must be checked (parents may need to be contacted for assistance) to review email, text messages, or any other social media outlets that were accessible on the student's support to ensure the support was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.
 - The Proctor (or TA in a 1:1 testing situation) must develop a signed and dated written statement verifying the monitoring of the student during testing and confirming the student's support was checked after testing to confirm there were no test security concerns.
 - This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Permissive Mode:

Permissive mode requires careful monitoring to ensure outside content is not be accessed by the student. Students should be tested individually when they're using assistive technology devices that could be disruptive to other students such as Speech-to-text software. The following protocol must be implemented.

- The CTC must complete and submit a *Fidelity Assurance Form* to IDOE.
- A Proctor must be present in the testing room (along with a TA).
 - The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the device for anything.
 - If the student is being tested individually, then only the TA is necessary.
- Once testing is finished:
 - The student's device must be checked to ensure the device was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.
 - The Proctor (or TA in a 1:1 testing situation) must develop a signed and dated written statement verifying the monitoring of the student during testing and confirming the student's device was checked after testing to confirm there were no test security concerns.
 - This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Section 8: PATINS Project

PATINS

The Promoting Achievement through Technology and Instruction for all Students (PATINS) Project (<http://www.patinsproject.com/>) is a state-wide technical assistance network for the provision of assistive/accessible technology for assisting local educational agencies in the utilization and creation of accessible learning environments and instructional materials. As a sole source provider for the Indiana Department of Administration and IDOE, the PATINS Project provides a complete state National Instructional Materials Accessibility Standard (NIMAS) delivery process, inclusive of assistive and accessible technologies, designed to support IDOE and schools in addressing the statutory and final regulatory requirements of the Individuals with Disabilities Education Act of 2004.

Change History

This section contains a history of change made to the Accessibility and Accommodations Guidance from the prior version. Pages noted are from previous version.

Version	Page Number(s)	Changes
October 21, 2019	Page 7	Added Notepad for IREAD-3
	Page 7 and Page 9	<ul style="list-style-type: none"> Removed Rulers for ISTEP+ Removed Mathematics Tools for ISTEP+
	Page 7	Added Global Notes as a universal feature
	Page 16	Added EL accommodations
	Page 18	Removed audio transcripts from ILEARN Biology and U.S. Government
	Page 17 and Page 21	Added accommodated fixed form language
	Page 18	<ul style="list-style-type: none"> Removed Hundreds Chart from ILEARN Biology Added student-provided access to own resources (tactile symbols, raised lined graph paper) for I AM Removed braille transcript for audio items for ILEARN Biology and U.S. Government
	Page 19	<ul style="list-style-type: none"> Removed student provided with extended testing time for test sessions

	Page 21	Added audio transcriptions definition
	Page 22	Added use of a handheld calculator for grade 4 Science
	Page 44	Added Permissive Mode guidelines

To: Corporation Test Coordinators, School Leaders, Special Education Directors, and Educators

From: Stephanie Thompson, Alternate Assessment Specialist

Date: October 18, 2019

Subject: Stimulus and Response Materials: Substitutions and Adaptations for the I AM Assessment

IDOE reviewed the test administration protocols to support student engagement with the I AM assessment. The chart below shows suggested substitutions and alternatives for stimulus and response materials provided by IDOE on I AM. These suggestions are allowable based on the student’s degree of vision, hearing, and/or physical mobility. These do not need to be formally documented unless otherwise indicated.

Student Characteristic	You can adapt or substitute online stimulus/response by doing the following:	You can adapt or substitute paper stimulus/response materials by doing the following:
Blind Low vision Partial sight	Increase or decrease the size of the text/visuals and spacing.	Use a large print booklet.
	Increase color contrast.	Position the print booklet as appropriate (e.g., right, left, midline, slanted, eye level, vertical [top to bottom]).
	Add, remove, or change the background color.	Use backlighting.
	Review items using streamline mode for a more simplified format.	Highlight response choices with flashlight.
	Use multi-sensory materials (e.g., incorporate weight, temperature, smell and resonance/vibration).	Use multi-sensory materials (e.g., incorporate weight, temperature, smell and resonance/vibration).
	Change the orientation of the online test (flat, slanted, upright); limit visual field.	Change the orientation of the online test (flat, slanted, upright); limit visual field.
	Use textured manipulatives (when tactile discrimination is possible).	Use textured manipulatives (when tactile discrimination is possible).
	Provide student with auditory and tactile replacements for visual stimuli.	Provide student with auditory and tactile replacements for visual stimuli.
	Eliminate distracting lights and sounds.	Eliminate distracting lights and sounds.
	Limit the student’s visual field.	Limit the student’s visual field.
		Use the low vision script when reading the text aloud to the student.
		Use high-contrast colored acetate film (e.g., red and yellow).
	Use a plastic frame to display stimulus and response materials.	

Limited reach or touch	Alternate Indication of Response: Students taking I AM may respond using the mode of communication used during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, switches, or an augmentative communication device.	Alternate Indication of Response: Students taking I AM may respond using the mode of communication used during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, switches, or an augmentative communication device.
Apraxia/motor planning problems or sensory integration challenges	Rehearse movement needed for response in advance of the test administration window.	Rehearse movement needed for response.
	Use an object for pointing.	Use an object for pointing.
	Provide tactile and kinesthetic supports (e.g., pacing board).	Provide tactile and kinesthetic supports (e.g., pacing board).
	Offer supported seating or weighted vests.	Offer supported seating or weighted vests.
	Allow/encourage movement.	Allow/encourage movement.
	Allow an unrelated manipulative (e.g., rubber band in free hand) to aid concentration.	Allow an unrelated manipulative (e.g., rubber band in free hand) to aid concentration.
	Provide frequent breaks.	Provide frequent breaks.
	Reduce “noise” such as environmental sound, light, and tactile/olfactory input.	Reduce “noise” such as environmental sound, light, and tactile/olfactory input.
Orthopedic impairment	Use assistive technology, visual cues, and gestures (e.g., point to materials).	Use assistive technology, visual cues, and gestures (e.g., point to materials).
	Change testing location to increase physical access or use of special equipment.	Change testing location to increase physical access or use of special equipment.
	Offer adjustable height desk or appropriate specialized seating.	Offer adjustable height desk or appropriate specialized seating.
Auditory and processing difficulty	Use a read aloud script in lieu of TTS when appropriate. Please note, this accommodation must be documented in the student’s IEP.	The pitch, rate, and volume can be adjusted as the text is being read aloud.
	Use a sound amplification system.	Use a sound amplification system.
	The pitch, rate, and volume of TTS can be adjusted.	

Additional substitutions and adaptations are listed below, and may be helpful for students requiring these supports while engaged with the I AM assessment.

Substitution/Adaptation	Description
Concrete materials	Students are provided with the customary concrete materials that are used for daily math instruction and assessment. These materials may include but are not limited to: base-ten blocks, counters, open number lines, pattern blocks, unifix cubes, coins and paper money, abacus, etc. Please note, this accommodation must be documented in the student's IEP.
Modification of print test materials	Paper response items may be modified to allow the student to access the options via an eye gaze board. Please note, this accommodation must be documented in the student's IEP. Additionally, the school must request this non-standard accommodation through the TCC. It must be approved before additional copies of the test can be ordered.

Questions about this chart can be communicated to the Office of Student Assessment at INassessments@doe.in.gov or 317-232-9050.

Welcome to the Online Reporting System

What are you interested in viewing?

Select

Indiana

To download Student Files, click here:



Retrieve Student Results

To view Score Reports, click here:



Score Reports

Now viewing: Scores for my current students

Home Page Dashboard

Select Test and Year

Test:

Administration:

Scores for my current students

Select

[Click on a grade and subject to view more information.](#)

Overall Performance on the I AM test, by Subject, Grade: Demo Corporation 9999, Spring 2019

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	268	65%
Grade 4	284	63%
Grade 5	322	51%
Grade 6	306	47%
Grade 7	288	44%
Grade 8	309	50%
Grade 10	273	48%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	268	71%
Grade 4	284	52%
Grade 5	322	46%
Grade 6	306	49%
Grade 7	288	48%
Grade 8	309	55%
Grade 10	273	46%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	257	51%
Grade 6	234	50%
Biology	148	48%

Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 5	253	51%

Now viewing: Scores for students who were mine at the end of the selected administration

Student Performance at Each Proficiency Level

How did my corporation perform overall in English/Language Arts?

Test: I AM English/Language Arts Grade 5

Year: Spring 2019

Name: Demo Corporation 9999

Legend: Proficiency Levels

% Below Proficiency

% Approaching Proficiency

% At Proficiency

Performance on the I AM English/Language Arts Grade 5 Test: Demo Corporation 9999, Spring 2019

Breakdown By: ALL

GO

Comparison: ON

Name	Number of Students	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	20116	48	26 26 48	5029 5230 9857
Demo Corporation 9999 (9999)	268	65	13 22 65	34 59 175
Demo School 9991 (9999_9991)	72	72	13 15 72	9 11 52
Demo School 9992 (9999_9992)	51	65	16 20 65	8 10 33
Demo School 9993 (9999_9993)	145	62	12 26 62	17 38 90

Now viewing: Scores for students who were mine at the end of the selected administration

Student Performance for Each Reporting Category

What are my corporation's strengths and weaknesses in English/Language Arts?

Test: I AM English/Language Arts Grade 5

Year: Spring 2019

Name: Demo Corporation 9999

Performance on the I AM English/Language Arts Grade 5 Test, by Reporting Category: Demo Corporation 9999, Spring 2019

Breakdown By: Comparison: ON

Name	Number of Students	Percent Proficient	Reporting Category	Average Percent Correct
Indiana	20116	48	English/Language Arts	
			Key Ideas and Textual Support/Vocabulary	84
			Structural Elements and Organization/Connection of Ideas/Media Literacy	88
			Writing	80
Demo Corporation 9999 (9999)	268	65	English/Language Arts	
			Key Ideas and Textual Support/Vocabulary	95
			Structural Elements and Organization/Connection of Ideas/Media Literacy	89
			Writing	81
Demo School 9991 (9999_9991)	72	72	English/Language Arts	
			Key Ideas and Textual Support/Vocabulary	96
			Structural Elements and Organization/Connection of Ideas/Media Literacy	90
			Writing	92
Demo School 9992 (9999_9992)	51	65	English/Language Arts	
			Key Ideas and Textual Support/Vocabulary	95
			Structural Elements and Organization/Connection of Ideas/Media Literacy	89
			Writing	81
Demo School 9993 (9999_9993)	145	62	English/Language Arts	
			Key Ideas and Textual Support/Vocabulary	86
			Structural Elements and Organization/Connection of Ideas/Media Literacy	80
			Writing	82

Now viewing: Scores for students who were mine at the end of the selected administration

Student Performance in Each Proficiency Level

How did my students perform overall in English/Language Arts?

Test: I AM English/Language Arts Grade 5

Year: Spring 2019

Name: Demo School 9991

Breakdown By: **ALL** ▼

GO

Percent Proficient on the I AM English/Language Arts Grade 5 Test: Demo School 9991 and Comparison Groups, Spring 2019

Name	Percent Proficient
Indiana	48
Demo Corporation 9999 (9999)	65
Demo School 9991 (9999_9991)	72

Performance on the I AM English/Language Arts Grade 5 Test, by Student: Demo School 9991, Spring 2019

Name	STN	Scale Score	Proficiency Level
Demo, Student A.	999999001	396	At Proficiency
Demo, Student B.	999999002	355	Approaching Proficiency
Demo, Student C.	999999003	289	Below Proficiency
Demo, Student D.	999999004	403	At Proficiency
Demo, Student E.	999999005	459	At Proficiency

Now viewing: Scores for students who were mine at the end of the selected administration

Student Performance on Each Reporting Category

How did my students perform on the English/Language Arts test?

Test: I AM English/Language Arts Grade 5

Year: Spring 2019

Name: Demo School 999901

Breakdown By: ALL

GO

Percent Proficient on the I AM English/Language Arts Grade 5 Test: Demo School 9991 and Comparison Groups, Spring 2019

Name	Percent Proficient
Indiana	48
Demo Corporation 9999 (9999)	65
Demo School 9991 (9999_9991)	72

Performance on the I AM English/Language Arts Grade 5 Test, by Student, Reporting Category: Demo School 9991, Spring 2019

Name	STN	Scale Score	Proficiency Level	Key Ideas and Textual Support/ Vocabulary Percent Correct	Structural Elements and Organization/ Connection of Ideas/Media Literacy Percent Correct	Writing Achievement Percent Correct
Demo, Student A.	999999001	396	At Proficiency	96	80	82
Demo, Student B.	999999002	355	Approaching Proficiency	81	85	89
Demo, Student C.	999999003	289	Below Proficiency	73	65	68
Demo, Student D.	999999004	403	At Proficiency	87	93	89
Demo, Student E.	999999005	459	At Proficiency	99	93	95

Now viewing: Scores for my current students

Individual Student Report

How did my student perform on the test?

Test: I AM English/Language Arts Grade 5

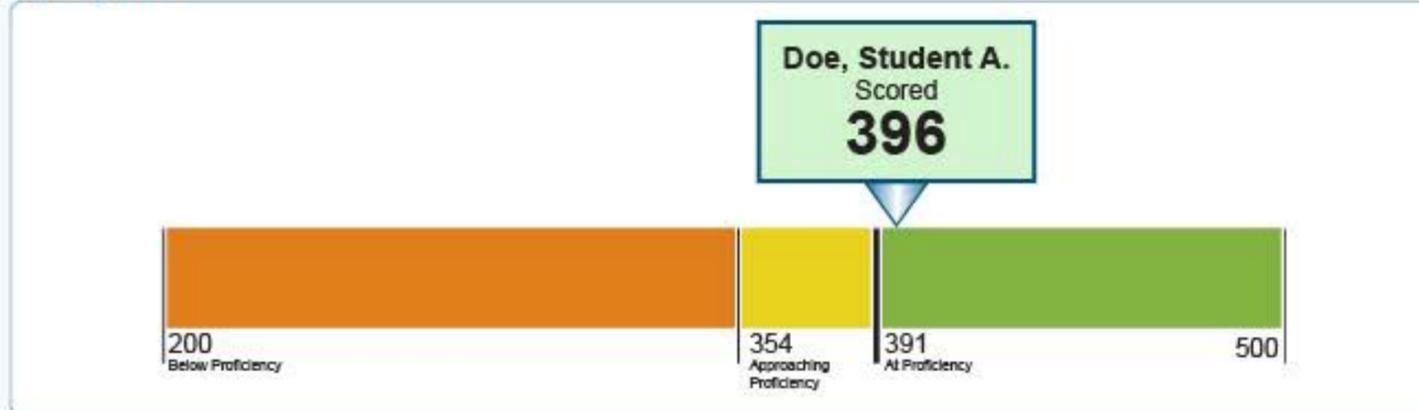
Year: Spring 2019

Name: Demo, Student A.

Overall Performance on the I AM English/Language Arts Grade 5 Test: Demo, Student A., Spring 2019

Name	STN	Scale Score	Proficiency Level
Demo, Student A. 	999999001	396	At Proficiency

Scale Score and Performance on the I AM English/Language Arts Grade 5 Test: Demo, Student A., Spring 2019



Proficiency Level Description

At Proficiency

Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

Next Steps

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque consectetur placerat tortor. Donec leo turpis, rutrum et volutpat non, semper quis turpis. Sed nec risus lobortis, maximus sapien sit amet, tincidunt lectus. Proin augue eros amet.

Percent Proficient on the I AM English/Language Arts Grade 5 Test: Demo School 9991 and Comparison Groups, Spring 2019

Name	Percent Proficient
Indiana	48
Demo Corporation 9999 (9999) 	65
Demo School 9991 (9999_9991) 	72

Performance on the I AM English Language Arts Grade 5 Test, by Reporting Category: Demo, Student A, Spring 2019

Reporting Category	Percent Correct	Reporting Category Description
Key Ideas and Textual Support/Vocabulary	96	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam suscipit pellentesque tellus, sed consectetur libero vestibulum non. Suspendisse aliquam ligula justo, tincidunt vulputate augue venenatis et. Maecenas ut purus tempus, pharetra magna sit amet, viverra neque. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Structural Elements and Organization/ Connection of Ideas/Media Literacy	80	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam suscipit pellentesque tellus, sed consectetur libero vestibulum non. Suspendisse aliquam ligula justo, tincidunt vulputate augue venenatis et. Maecenas ut purus tempus, pharetra magna sit amet, viverra neque. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Writing	82	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam suscipit pellentesque tellus, sed consectetur libero vestibulum non. Suspendisse aliquam ligula justo, tincidunt vulputate augue venenatis et. Maecenas ut purus tempus, pharetra magna sit amet, viverra neque. Lorem ipsum dolor sit amet, consectetur adipiscing elit.



Individual Student Report

How did my student perform on the test?

Test: I AM English/Language Arts Grade 5

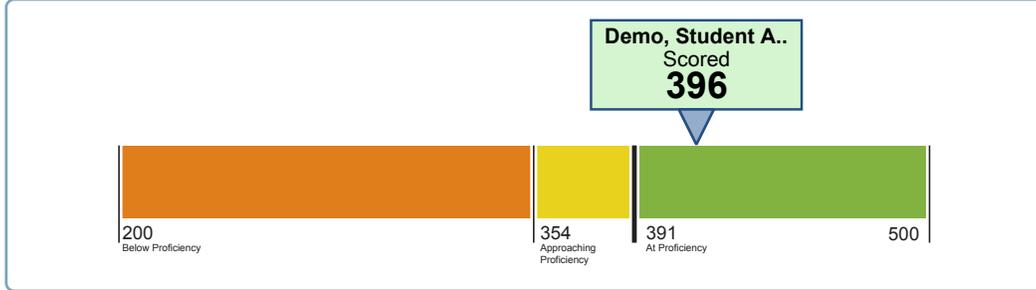
Year: Spring 2019

Name: Demo, Student A.

Overall Performance on the I AM English/Language Arts Grade 5 Test: Demo, Student A., Spring 2019

Name	STN	Scale Score	Proficiency Level
Demo, Student A.	999999001	396	At Proficiency

Scale Score and Performance on the I AM English/Language Arts Grade 5 Test: Demo, Student A., Spring 2019



Proficiency Level Description

At Proficiency

Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

Next Steps

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque consectetur placerat tortor. Donec leo turpis, rutrum et volutpat non, semper quis turpis. Sed nec risus lobortis, maximus sapien sit amet, tincidunt lectus. Proin augue eros amet.

Percent Proficient on the I AM English/Language Arts Grade 5 Test: Demo School 9991 and Comparison Groups, Spring 2019

Name	Percent Proficient
Indiana	48
Demo Corporation 9999 (9999)	65
Demo School 9991 (9999_9991)	72

Performance on the I AM English/Language Arts Grade 5 Test, by Reporting Category: Demo, Student A., Spring 2019

Reporting Category	Percent Correct	Reporting Category Description
Key Ideas and Textual Support/ Vocabulary	96	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Structural Elements and Organization/ Connection of Ideas/Media Literacy	80	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce. Lorem ipsum dolor sit amet, consectetur adipiscing elit.
Writing	82	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut tempor dignissim neque, et condimentum purus accumsan eget. Donec suscipit luctus odio in molestie. Nam vestibulum magna arcu viverra fusce. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

Online Reporting System

User Guide

2019–2020

Published December 8, 2019

Prepared by the American Institutes for Research®



Descriptions of the operation of the Online Reporting System, and related systems are property of the American Institutes for Research (AIR) and are used with the permission of AIR.

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Introduction to the User Guide

This user guide describes the features of the Online Reporting System (ORS), which provides score reports for each student who takes the I AM, ILEARN, IREAD-3, and ISTEP+ Grade 10 assessments.

This section describes the structure and organization of the user guide and the stylistic features used in the document.

Organization of this User Guide

This user guide includes the following sections:

[Section I, Overview of the Online Reporting System](#), provides an introduction to the ORS and describes its available user roles.

[Section II, Accessing the ORS](#), includes instructions for logging in and out of the ORS and switching between different Indiana Assessment Program systems.

[Section III, Understanding the ORS Interface](#), describes the layout and key features of the ORS interface.

[Section IV, Viewing Score Reports](#), includes an in-depth overview of the available score reports.

[Section V, Viewing Reports & Files](#), describes how to download student results and view test statistics.

[Section VI, Working with Student Rosters](#), provides instructions for creating and managing student rosters.

[Section VII, Searching for a Student's Score Reports](#), explains how to search for score reports for particular students in the ORS.

[Appendix A, Printing Reports in the ORS](#), explains how to print reports in the ORS.

[Appendix B, User Support](#), provides Help Desk information.

Intended Audience

This user guide is intended for school and corporation personnel involved in administering I AM, IREAD-3, ILEARN, and ISTEP+ Grade 10 assessments to students.

You should be familiar with using a web browser to retrieve data and fill out web forms. If you want to use the file download feature you should be familiar with using a spreadsheet application and working with comma separated value (CSV) files.

Additional Resources

The following publications provide additional information:

- For policies and procedures that govern secure and valid test administration see the relevant Test Administration Manual (TAM) for each Indiana assessment.
- For information about which operating systems and browsers are supported, see the Secure Browsers page on the Indiana Assessment portal <https://indiana.portal.airast.org/secure-browsers.stm>
- For information about student and user management, see the TIDE User Guide <https://ilearn.portal.airast.org/resources/air-systems-user-guides-taae/>
- For information about internet and network requirements, general peripheral and software requirements, and configuring text to speech settings, see the Technology Setup for Online Testing Quick Guide and the Additional Configurations and Troubleshooting Guides <https://ilearn.portal.airast.org/resources/technology-guides/>

The above resources are available on the Indiana Assessment portal, <https://indiana.portal.airast.org/>.

Section I. Overview of the Online Reporting System

The ORS contains two major features: **Score Reports** and **Reports & Files**.

Score Reports: Provides performance data for Indiana ILEARN, IREAD-3, I AM, and ISTEP+ Grade 10 assessments. These reports allow you to compare performance data between students, rosters, and other institutions. Score reports in the ORS provide information about student performance on the overall test subject, as well as the content categories within a subject, such as reporting categories.

Reports & Files: Provides downloadable student data files containing test scores and demographic information for corporations and schools. Bulk printing of student Individual Score Reports (ISR) can also be accessed in this location.

The ORS also enables you to create and manage rosters for analyzing score data for specific student groups.



Note: The dynamic data in the ORS can be used to gauge students' achievement on various assessments but should not be used for official accountability purposes.

Understanding User Roles and Permissions

Access to the ORS reports and features depends on your user role. You can only view data for your associated entity (such as a corporation or school) and the students, rosters, and entities that belong to it.

[Table 1](#) explains which reports and features are accessible to each user role within the ORS.

Table 1. User Roles and Access in the Online Reporting System

Access Level and Roles*	Corporation				School					
	CTC	CITC	COOP	CR	NPSTC	STC	SITC	TA	SR	PR
		Score Reports								
School Listing	✓		✓	✓						
Teacher Listing	✓		✓	✓	✓	✓			✓	✓
Roster Listing	✓		✓	✓	✓	✓		✓	✓	✓
Student Listing	✓		✓	✓	✓	✓		✓	✓	✓
Individual Student Score Report (ISR)	✓		✓	✓	✓	✓		✓	✓	✓

Online Reporting System

Access Level and Roles*	Corporation				School					
	CTC	CITC	COOP	CR	NPSTC	STC	SITC	TA	SR	PR
		Reports & Files								
Retrieve Student Results	✓		✓	✓	✓	✓		✓	✓	✓
		Rosters								
Add Rosters	✓		✓		✓	✓		✓		
View/Edit Rosters	✓		✓		✓	✓		✓		
View Rosters				✓					✓	✓
Upload Rosters	✓		✓		✓	✓		✓		
Search Students	✓		✓	✓	✓	✓		✓	✓	✓

*CTC – Corporation Test Coordinator, CITC – Corporation Information Technology Coordinator, COOP – Co-op Role, CR – Corporation Reporting, NPSTC – Non-Public School Test Coordinator, STC – School Test Coordinator, SITC – School Information Technology Coordinator, TA – Test Administrator, SR – School Reporting, PR – Principal. Please note that the Principal role is for school administrators who are designated this role as part of the rescore process for ILEARN and ISTEP+ Grade 10.

Section II. Accessing the ORS

This section explains how to log in and out of the ORS and switch between different systems.

How to Log in to the ORS

To log in to the ORS, you must have an authorized username and password.



Warning: Do not share your login information with anyone. All Indiana Assessment Program systems provide access to student information, which must be protected in accordance with federal privacy laws.

To log in to the ORS:

1. Navigate to the Indiana Assessment Portal (<https://indiana.portal.airast.org/>).
2. Select your program (e.g., ILEARN, IREAD-3, I AM, or ISTEP+ Grade 10).

Figure 1. Indiana Assessment Programs



3. Select your user role.

Figure 2. User Cards on Portal



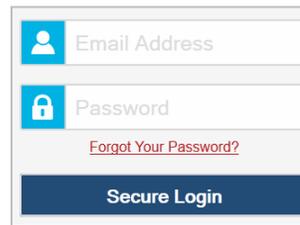
-
4. Click **Online Reporting System (ORS)** at the following link: <https://in.reports.airast.org/>. The **Login** page opens.

Figure 3. ORS Card on Portal



-
5. Enter your email address and password.
 6. Click **Secure Login**.
 - a. If the **Enter Code** page appears, an authentication code is automatically emailed to you. You must enter this code in the *Enter Emailed Code* field and click **Submit** within fifteen minutes of receiving the email. (If the code has expired, click **Resend Code** to request a new code.) You will also need to enter a code if you have recently cleared the cache on your device you are using to access ORS.

Figure 4. Login Page



The ORS **Welcome** page appears.

About Usernames and Passwords

Your username is the email address associated with your account in TIDE. When your account is created, you receive an activation email containing a temporary link to the **Reset Your Password** page. To activate your account, you must set your password within 15 minutes of receiving this email.

If your first temporary link expired:

In the activation email you received, click the second link provided and request a new temporary link.

If you forgot your password:

Online Reporting System

On the **Login** page, click **Forgot Your Password?** and then enter your email address in the *Email Address* field to reset your password. You will receive an email with a new temporary link to reset your password.

If you did not receive an email containing a temporary link or authentication code:

Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your Corporation Test Coordinator (CTC) or School Test Coordinator (STC) to make sure you are listed in TIDE.

Additional Help

If you are unable to log in, contact the Indiana Assessment Program Help Desk for assistance. You must provide your name and email address. Contact information is available in the [Appendix B](#), [User Support](#) section of this user guide.

Switching Between Indiana Assessment Program Online Systems

When you are logged in to any Indiana Assessment Program online system, you can switch between systems without having to log in again.



Note: Your access to systems depends on your user role. Though you can navigate to the Test Delivery System (TDS), the navigation menu does not appear in TDS in order to prevent you from accidentally closing a session.

Figure 5. System Name Drop-Down List



To switch between the Indiana Assessment Program systems:

1. Select a system from the system name drop-down list in the upper-left corner of the ORS.

Logging out of the ORS

When you finish using the ORS, be sure to log out so that unauthorized users do not access students' personally identifiable information.



Warning: Logging out of the ORS logs you out of most other Indiana Assessment Program systems as well. However, you will not be logged out of the TA Interface in order to prevent the accidental interruption of active test sessions. ORS has a timeout feature that automatically logs you out after 20 minutes of inactivity.

To log out of the ORS:

Click **Log Out** in the upper-right corner of the page.

Section III. Understanding the ORS Interface

This section describes the ORS features and layout.

ORS Welcome Page

When you log in to the ORS, the **Welcome** page appears. From here, you can select the report you want to view.

Figure 6. Welcome Page

Welcome to the Online Reporting System
 What are you interested in viewing?
 Select
 Indiana
 To download Student Files, click here: **Retrieve Student Results**
 To view Score Reports, click here: **Score Reports**

How to view the ORS reports:

1. If you are associated with multiple roles or entities, the **Select** drop-down list appears. From this drop-down list, select the corporation or school whose reports you want to view.
2. Do one of the following:
 - To view score reports, click **Score Reports**.
 - To download student results, click **Retrieve Student Results**.

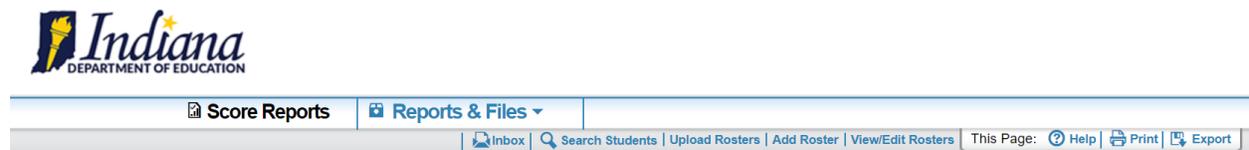
Understanding the ORS Banner

The banner provides links to all the ORS reports and features. Score Reports provides access to student score reports at the corporation, school, and student levels. Reports and Files allows users access to student score reports in a PDF file for printing or raw data in a downloadable corporation data file.



Alert: Use the on-screen buttons and tools to navigate within the ORS. Do not use your web browser's back button.

Figure 7. ORS Banner



Score Reports links to the **Home Page Dashboard** (see [Figure 8](#)). For more information, see [Viewing Score Reports](#).

The **Reports & Files** drop-down menu provides access to the Reports & Files options listed below. For more information, see [Viewing Reports & Files](#).

Inbox opens the *Inbox* window, where you can access student performance data files. For more information, see [Accessing Files from the Inbox](#).

Search Students opens a pop-up window where you can search for students to access their test results. For more information, see [Searching for a Student's Score Reports](#).

Each of the following roster links only appears for authorized users (for more information, see [Working with Student Rosters](#)).

- **Upload Rosters** opens the *Upload Roster* page where, you can upload roster files.
- **Add Rosters** opens the *Add Roster* page, where you can create student rosters.
- **View/Edit Rosters** opens the *View/Edit Roster* page, where you can view and edit student rosters. CR, SR, and PR users will only be able to view rosters when selecting this link.

Help opens the online version of this user guide.

Print allows you to print the data on the current page. For more information, see [Appendix A](#).

Export allows you to export the data displayed on the page. The data is exported as a Microsoft Excel (.xls) file.

Section IV. Viewing Score Reports

This section describes score reports and their features. It also provides instructions for accessing the different score reports.

Overview of Score Reports

Score reports display data for corporation, school, teacher, roster, and student performance on Indiana Assessment Program tests. The ORS provides score reports for the overall subject of a test as well as the content categories within a subject (such as reporting categories).

You can use these reports to identify areas where students are performing well and where student performance can be improved. You can view performance trends to see if overall performance is improving over time. Data can be compared with the overall state and corporation averages for the test you are analyzing.

All score report data are based on the number of students with scored tests. Students who completed but did not submit their tests for scoring will have their tests forced complete at the end of the testing window. As a result of this forced completion, students with previously unsubmitted tests will receive scores for these tests after the end of the testing window.



Alert: Since the ORS presents data as students complete and submit their online tests, it does not take into account any accountability rules. Hence, ORS data is preliminary and should not be used for accountability purposes.

If a test includes hand-scored constructed-response items such as ILEARN and ISTEP+ Grade 10, all hand-scored items must be scored and combined with machine-scored items (such as multiple-choice items) before the assessment score data appears in ORS reports. For assessments without hand-scored items, such as I AM and IREAD-3, the ORS score data presents in the ORS almost immediately after test completion.

When students continue to complete tests over the course of the testing window, the corporation and school aggregates change constantly. As a result, corporation and schools should not consider corporation and school aggregates final in ORS until final scores are reported in ORS on July 1, 2020 for ILEARN, IREAD-3, I AM, and ISTEP+ Grade 10 First Time Administration (FTA). For ISTEP+ Grade 10 Retest, state-level aggregates are not available.

Please note that for tests with hand-scored items, score results will populate in the ORS within 12 business days of test completion by the student. The first date that scores will be available for each program is listed below in Table 2.

Table 2. Assessment Score Availability in the ORS

Indiana Assessments	Corporation and School Scores Available in the ORS
ILEARN Biology – December Administration	December 18, 2019

Indiana Assessments	Corporation and School Scores Available in the ORS
ILEARN Biology – February Administration	February 26, 2020
IREAD-3 – Spring Administration	March 16, 2020
ILEARN (3-8, Biology, and U.S. Government Administrations)	April 29, 2020
I AM	April 24, 2020
ISTEP+ First Time Administration (FTA)	May 22, 2020
ISTEP+ Winter Retest – Mathematics	January 20, 2020
ISTEP+ Winter Retest – ELA	January 30, 2020
ISTEP+ Spring Retest – Mathematics and ELA	April 6, 2020
IREAD-3 – Summer Administration	June 2, 2020

You can view score report data at various levels. For example, you can view a Grade 5 ELA report for a roster, for all of a teacher’s students, for an entire school, or for a corporation.

[Table 3](#) provides an overview of the types of score reports available and the levels of aggregation at which they can be viewed. Score reports provide data for the administration you select from the **Home Page Dashboard**.

Table 3. Available Score Reports

Report	Corporation Level	School Level	Teacher Level	Roster Level	Student Level
Home Page Dashboard Summary of performance across grades and subjects.	✓	✓	✓		
Subject Detail Subject-level performance data within a particular grade or course.	✓	✓	✓	✓	

Report	Corporation Level	School Level	Teacher Level	Roster Level	Student Level
<p>Reporting Category Level Detail Reporting category-level performance data for a subject within a particular grade or course. This report is available for all ILEARN tests except ILEARN U.S. Government and all I AM tests</p>	✓	✓	✓	✓	
<p>Standard Report The Standard report will present data on the performance of aggregate entities (not available at student level as the data at this level would not be reliable) on each standard of a subject for the current window. Users will be able to view a listing of all targets in a subject (sorted by content reporting category) and the performance of their students (at the level of aggregation they are at) on those standards. This page will only be available for adaptive ILEARN assessments. An asterisk will appear when insufficient data is available to determine whether the performance of the standard is above, near or below the proficiency standard. Asterisks will appear more frequently for standards not as prominently represented on the test blueprint. This report is available for ILEARN English/Language Arts, Mathematics, and Science.</p>	✓	✓			
<p>Strand Report Reporting category-level performance data for a subject. This report is available for IREAD-3, ISTEP+ Grade 10 English/Language Arts and ISTEP+ Grade 10 Mathematics.</p>	✓	✓	✓	✓	
<p>Trend Longitudinal comparison of scores for a selected administration over time. This report is available for ILEARN English/Language Arts and Mathematics. These reports</p>	✓	✓	✓	✓	✓

Report	Corporation Level	School Level	Teacher Level	Roster Level	Student Level
will not be available until Spring 2020. This user guide will be updated with information about trend reports prior to their availability in the ORS in Spring 2020					
Student Listing Performance data for the individual students who belong to a school, teacher, or roster.	✓	✓	✓	✓	
Student Detail Detailed information about a selected student's performance in a specified subject or course.					✓

Accessing Score Reports

The **Home Page Dashboard** displays a summary of the overall score data and testing progress for your associated entity. From this page, you can define the students whose scores you want to view and navigate to more detailed score reports.

Figure 8. Home Page Dashboard

The screenshot shows the Indiana Department of Education's online reporting system interface. At the top left is the Indiana Department of Education logo. Below it is a navigation bar with 'Score Reports' and 'Reports & Files' tabs. A utility bar contains links for 'Inbox', 'Search Students', 'Upload Rosters', 'Add Roster', 'View/Edit Rosters', and 'This Page: Help, Print, Export'. A status banner indicates 'Now viewing: Scores for students who were mine when they tested during the selected administration'. The main content area is titled 'Home Page Dashboard' and includes a 'Select Test and Year' section with dropdowns for 'Test' (ILEARN Biology) and 'Administration' (Fall 2019). There are two radio buttons: 'Scores for my current students' (unselected) and 'Scores for students who were mine when they tested during the selected administration' (selected). Below this is a 'Select' dropdown menu set to 'Indiana'. A final instruction reads 'Select a corporation and then click on a grade and subject to view more information.' At the bottom, a summary title is displayed: 'Overall Performance on the ILEARN Biology test, by Subject, Grade: Indiana, Fall 2019'.

To view the Home Page Dashboard:

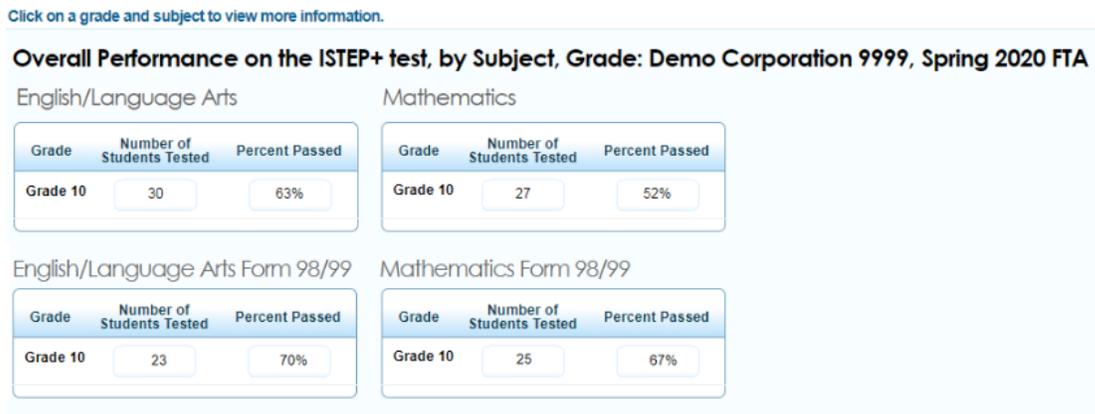
If you are on the **Welcome** page, select the required entity from the **Select** drop-down list (if available) and then click **Score Reports**.

If you are on any other page of the ORS, click **Score Reports** in the banner.

Online Reporting System

Note that breach tests are available for both ILEARN and ISTEP+ Grade 10. For ILEARN, if a student takes a breach form, it will not be identified as such in the ORS. The first ISTEP+ Grade 10 test administration to report breach tests will be the Winter 2020 Retest. ISTEP+ Grade 10 breach tests will be identified with a two-digit number in the test name. For example, if a student takes an ELA Breach test for the ISTEP+ Grade 10 Winter Retest, these reports will be labeled as English/Language Arts form 98/99.

Figure 9. Home Page Dashboard Tables



How to Define the Student Population

From the **Home Page Dashboard**, you can specify the test, administration, and student group whose data you wish to view. To watch a tutorial for making selections on the **Home Page Dashboard**, see <https://guides.airast.org/ORS/tutorials/DefiningStudentPopulation.mp4>.

To specify the score report parameters:

1. From the **Test** drop-down list, select a type of assessment.
2. From the **Administration** drop-down list, select the administration period (e.g., Spring 2019).
3. Select the radio button for the group of students whose scores you wish to view:
 - **Scores for my current students**—Displays scores for students associated with your current rosters, even if they were enrolled in a different school or corporation during the selected administration. This would include students who moved to your school or corporation from out of state (assuming they completed the selected test).
 - **Scores for students who were mine when they tested during the selected administration**—Displays scores for students who may not have been associated with you at the end of a selected administration, but who tested at your school and/or corporation (e.g., students who transferred out of your corporation/school).

Online Reporting System

The **Home Page Dashboard** displays aggregation tables based on your selected parameters.

Understanding the Dashboard Aggregation Tables

Aggregation tables on the **Home Page Dashboard** display score data for students by grade (or grade-band) and subject. These tables provide access to more detailed score reports.

Figure 10. Home Page Dashboard Aggregation Tables (ILEARN)

Click on a grade and subject to view more information.

Overall Performance on the ILEARN test, by Subject, Grade: Demo district 9999, Spring 2020

English/Language Arts			Mathematics			Science		
Grade	Number of Students Tested	Percent Proficient	Grade	Number of Students Tested	Percent Proficient	Grade	Number of Students Tested	Percent Proficient
Grade 3	35	6%	Grade 3	40	30%	Grade 4	14	21%
Grade 4	31	6%	Grade 4	45	33%	Grade 6	21	10%
Grade 5	37	11%	Grade 5	39	18%			
Grade 6	26	8%	Grade 6	43	23%			
Grade 7	24	8%	Grade 7	29	31%			
Grade 8	23	13%	Grade 8	32	31%			

Accessing Subject Detail Score Reports

To access detailed score reports for a particular subject:

On the appropriate aggregation table, click the cell for the grade and subject report you wish to view. For example, to view the subject detail report for grade 3 English/Language Arts, you would click the cell outlined in [Figure 10](#).

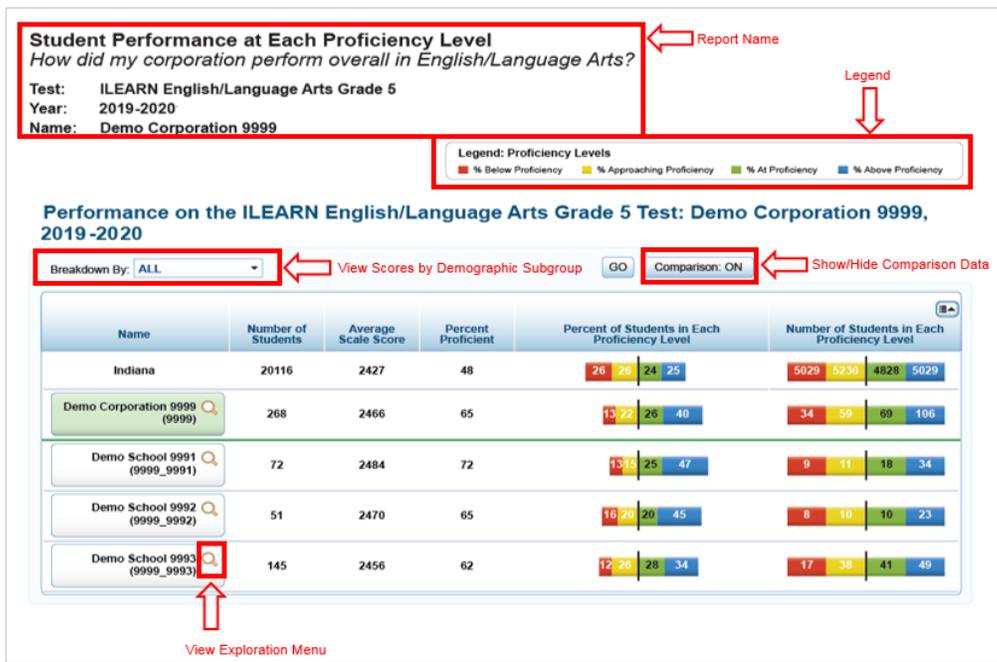
Working with Score Report Features

Most score reports in the ORS share similar features. [Figure 11](#) illustrates some of the common features of score reports.



Note: The actual features available in a report may vary. Not all features covered in this section are available for every report in the ORS.

Figure 11. Annotated Subject Detail Score Report



Common score report features include the following:

Report Name: The name of the score report, the assessment, the administration, and the entity appear above the report.

Student Population: The student group parameter you selected on the *Home Page Dashboard* appears above the report. You can click the **Change your Selection** link in this label to return to the *Home Page Dashboard* and change the selected student population option, if necessary.

Time Stamp: A time stamp appears at the bottom of every report to indicate when the report was generated.

Legend: A legend appears above the report to describe any color codes used to illustrate performance level data.

Other score report features allow you to do the following:

[How to Navigate between Score Reports Using the Exploration Menu](#)

[How to View Scores Based on Demographic Subgroup](#)

[How to Sort Data in a Report](#)

[How to Show and Hide Comparison Data](#)

How to Navigate between Score Reports Using the Exploration Menu

Using the Exploration Menu (see [Figure 12](#)), you can navigate between score reports across subjects, grades, and dimensions for the assessment selected on the **Home Page Dashboard**.

Figure 12. Exploration Menu

To navigate between score reports:

1. To open the Exploration Menu, click  beside an entity in the Name column of a report.
2. From the Exploration Menu drop-down lists, select the subject, grade, and type of report that you wish to view. The report options that are available may vary. For information, see [Understanding the Exploration Menu Options](#).
3. Click **View**.

Understanding the Exploration Menu Options

The Exploration Menu allows you to navigate to different types of score reports. By default, the first two drop-down lists display the subject and grade you selected from the **Home Page Dashboard** aggregation tables.

The **Subject** and **Grade** drop-down lists allow you to navigate to score reports for a different subject or grade in the selected test, respectively. The available options depend on the test you selected from the **Home Page Dashboard**.



Note: The Exploration Menu does not allow you to navigate to a different assessment. To view score reports for a different assessment, you must return to the **Home Page Dashboard** and select the required assessment from the **Test** drop-down list. For more information, see [How to Define the Student Population](#).

The remaining drop-down lists allow you to select parameters for the type of score report you wish to view. For navigation purposes, score report parameters can be broadly categorized into three dimensions: **Who**, **What**, and **When**. The options available in these drop-down lists depend on your user role, the report you are viewing, and the entity you clicked to open the Exploration Menu. If a drop-down list shows no options, you cannot navigate any further in that dimension.



Example: Navigating with the Exploration Menu

If you are a corporation-level user, you can view all levels of Subject Detail Reports, such as the School Listing, Teacher Listing, Roster Listing, and Student Listing.

While viewing the School Listing Report (see [Figure 16](#)), if you open the Exploration Menu from the corporation level, the only available option in the **Who** drop-down list will be **School**, since you cannot view reports listing all the teachers, rosters, or students in a corporation.

However, if you open the Exploration Menu from the school level, you can select **Teacher**, **Roster**, or **Student** from the **Who** drop-down list to navigate to the reports for each of those entities within the selected school.

[Table 4](#) provides an overview of the Exploration Menu drop-down lists and the options available for each one.

Table 4: Exploration Menu Options

Dimension	Description	Options
Subject	Selects the subject for the score report.	[Subjects available for the selected test]
Grade	Selects the grade for the score report.	[Grades available for the selected test]
Who	Selects the groups or individuals for which the score report provides data.	<ul style="list-style-type: none"> • Teacher • Roster • Student
What	Selects the type of test data covered in the score report.	<ul style="list-style-type: none"> • Subject • Reporting Categories • Standards • Strands
When	Sets the report to display data for a single testing window or multiple testing windows over time.	<ul style="list-style-type: none"> • Trend (only applicable to ILEARN English/Language Arts and Mathematics and not available until Spring 2020) • Current Admin

How to View Scores Based on Demographic Subgroup

The **Breakdown By** feature allows you to split up the score data into specific demographic subgroups (such as gender-based subgroups).

To view score reports by a demographic subgroup:

- From the **Breakdown By** drop-down list (see [Figure 13](#)), select the required demographic subgroup. See [Table 5](#) for the available subgroups.
 - If you are working with the Student Listing Report, select a specific subgroup from the **Values** drop-down list (for example, select **Male** for the subgroup **Gender**).
- Click **Go**, if available.

The report updates with score data for the selected subgroups.



Note: When breaking down a Student Listing Report, the report will show only the students in the subgroup you selected from the Values drop-down list.

Figure 13. Score Report with Breakdown by Gender

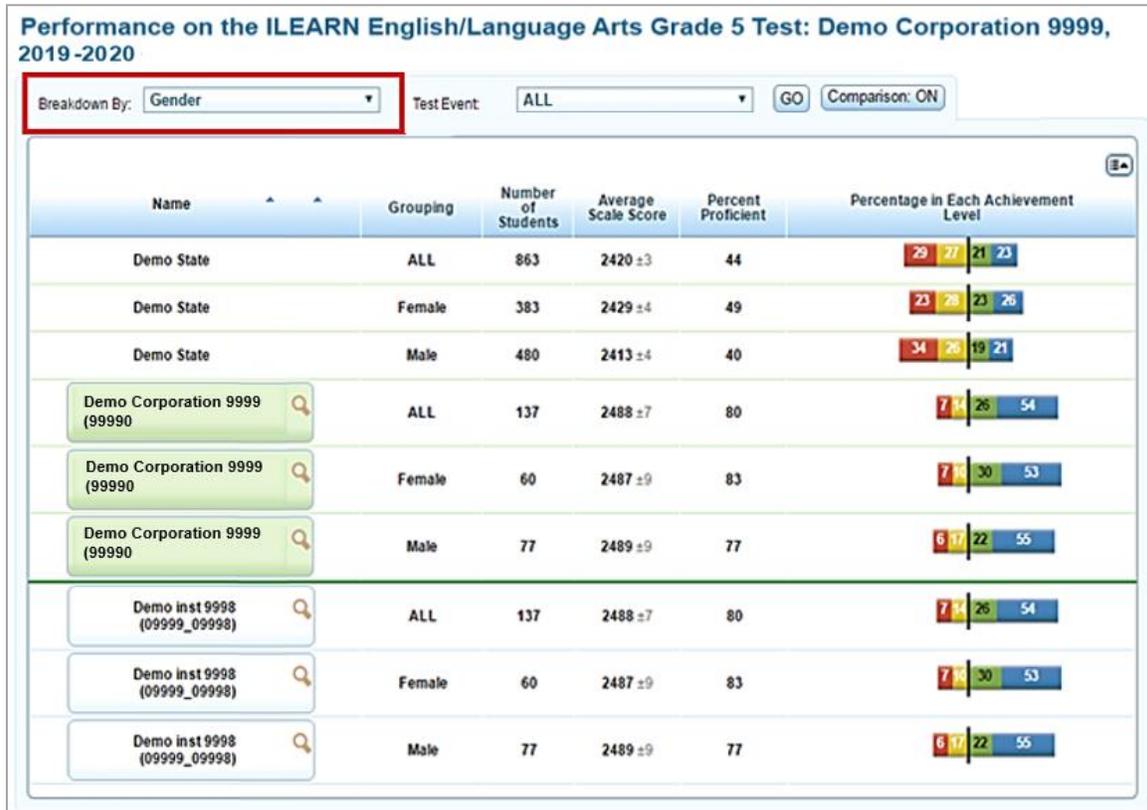


Table 5. Demographic Subgroups

Subgroup	Description	Possible Values
English Learner	Identified English Learner	<ul style="list-style-type: none"> • Yes • No
Ethnicity	Student's ethnicity code	<ul style="list-style-type: none"> • Asian • Black or African American • American Indian or Alaska Native • White • Hispanic or Latino Ethnicity • Native Hawaiian or Other Pacific Islander • Two or More Races
Gender	Student's gender	<ul style="list-style-type: none"> • Female • Male

Grade	Grade in which student is enrolled during the test administration	<ul style="list-style-type: none"> • Grade 3 through 12
Home Language	Student's native language	<ul style="list-style-type: none"> • English • Arabic • Burmese • Mandarin • Spanish • Vietnamese
Section 504 Status	Student's Section 504 status	<ul style="list-style-type: none"> • Yes • No
Special Education Status	Student's Special Education program status	<ul style="list-style-type: none"> • Yes • No

How to Sort Data in a Report

For each column in a report, you can sort data in ascending or descending order. By default, reports are sorted by Name in ascending order.

To sort the data:

1. Click the column header to sort data in ascending order.
2. Click the column header again to sort the data in descending order.



Note: The selected sort order will automatically apply to all the reports that you view while logged in to the ORS.

How to Show and Hide Comparison Data

By default, score reports display score data of the state, corporation, or school in the top rows above the green line. You can use this data to compare your students' results to those of entities they belong to available in the ORS for comparison. If the comparison data appear in the same table as the rest of the report, you can choose to show or hide the comparison data when viewing the report.



Note: The available comparison rows depend on the entity level from which you accessed the report. For example, the comparison rows will show teacher score data if you access the Roster Listing Report from the Teacher Listing Report rather than the School Listing Report.

To show or hide comparison data:

Click the **Comparison** button above the report.

- When **Comparison: On** shows, comparison rows display on the report (see [Figure 14](#)).
- When **Comparison: Off** shows, comparison rows are hidden from view (see [Figure 15](#)).

Figure 14. Score Report with Comparison On

Breakdown By: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient
Demo State	11383	2420 ±1	47
Demo Corporation 9999	374	2443 ±4	54
Demo School A	68	2471 ±11	66
Demo School B	60	2476 ±11	70
Demo School C	70	2428 ±10	44

Figure 15. Score Report with Comparison Off

Breakdown By: ALL GO Comparison: OFF

Name	Number of Students	Average Scale Score	Percent Proficient
Demo School A	68	2471 ±11	66
Demo School B	60	2476 ±11	70
Demo School C	70	2428 ±10	44

Viewing Subject Detail Score Reports

The Subject Detail Report is the first score report that you can access from the **Home Page Dashboard**.

The Subject Detail Reports display overall student performance for the selected test subject. Please note that IREAD-3 is not available on the home landing page. [Tables 6-8](#) describe the Subject Detail Reports columns for ILEARN, I AM, and ISTEP+ Grade 10.

Table 6. Subject Detail Report Columns (ILEARN)

Column	Description
Name	The name of the entity/individual you are viewing (corporation, school, teacher, roster, or student).
Number of Students	The number of students to date who submitted the test for scoring. This includes any students whose test was forced complete by the system and had enough of the test completed to obtain a score.
Average Scale Score	The average score and standard error of the mean for students who completed the scaled tests.
Percent Proficient	The percentage of students to date who scored at or above proficiency on the selected test.
Percent in Each Proficiency Level	The distribution of students across each of the four achievement levels.
Number of Students in Each Proficiency Level	The number of students across each of the four achievement levels.

Table 7. Subject Detail Report Columns (I AM)

Column	Description
Name	The name of the entity/individual you are viewing (corporation, school, teacher, roster, or student).
Number of Students*	The number of students to date who submitted the test for scoring.
Percent Proficient	The percentage of students to date who scored at proficiency on the selected test.
Percent in Each Proficiency Level	The distribution of students across each of the three achievement levels.
Number of Students in Each Proficiency Level	The number of students across each of the three achievement levels.

*Students with No Mode of Communication (NMC) will not be included in the Number of Student information.

Table 8. Subject Detail Report Columns (ISTEP+ Grade 10)

Column	Description
Name	The name of the entity/individual you are viewing (corporation, school, teacher, roster, or student).

Column	Description
Number of Students	The number of students to date who submitted the test for scoring. This includes any students whose test was forced complete by the system and had enough of the test completed to obtain a score.
Average Scale Score	The average score of the mean for students who completed the scaled tests.
Percent Passed	The percentage of students to date who scored Pass or Pass+ on the selected test.
Percent in Each Performance Level	The distribution of students across each of the three achievement levels.
Number of Students in Each Performance Level	The number of students across each of the three achievement levels.

Viewing School Listing Subject Detail Reports

The School Listing Subject Detail Report shows how each school in the corporation performed on the selected grade and subject. Comparison data for the corporation also appear in this report. State aggregates will not appear on this report for ILEARN, IREAD-3, I AM, and ISTEP+ Grade 10 FTA until July 1, 2020. ISTEP+ Grade 10 Retest will never show state aggregate information. This report is available to corporation-level users. For an explanation of the report columns, see [Tables 6-8](#).

Figure 16. School Listing Subject Detail Report

Student Performance at Each Proficiency Level

How did my corporation perform overall in Science?

Test: ILEARN Biology ECA

Year: Fall 2019

Name: Demo district 9999

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

Performance on the ILEARN Biology ECA Test: Demo district 9999, Fall 2019

Breakdown by: Comparison:

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Demo district 9999 (9999)	17	7385	0	100	17 0 0 0
Demo inst 9990 (9999_9990)	16	7386	0	100	16 0 0 0
Demo inst 9991 (9999_9991)	1	7375	0	100	1 0 0 0
Demo inst 9992 (9999_9992)	*	*	*		0 0 0 0

To access a school listing subject detail report from the **Home Page Dashboard**:

1. From the **Home Page Dashboard**, define the student population as described in the section [How to Define the Student Population](#).
2. On the **Home Page Dashboard** aggregate tables, click the grade-subject cell for the report you wish to view. The School Listing Subject Detail Report for the selected grade-subject opens.

For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [Printing Reports in the ORS](#), and [Understanding the ORS Banner](#).

Viewing Teacher Listing Subject Detail Reports

The Teacher Listing Subject Detail Report displays data for all the teachers in a selected school whose students completed the selected test grade and subject. It is available to corporation- and school-level users. For an explanation of the report columns, see [Tables 6-8](#).

Figure 17. Teacher Listing Subject Detail Report

Student Performance at Each Proficiency Level

How did my school perform overall in Science?

Test: ILEARN Biology ECA

Year: Fall 2019

Name: Demo inst 9990

Legend: Proficiency Levels

■ %Below Proficiency ■ %Approaching Proficiency ■ %At Proficiency ■ %Above Proficiency

Performance on the ILEARN Biology ECA Test: Demo inst 9990, Fall 2019

Breakdown by: Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Demo district 9999 (9999)	17	7385	0	100	17 0 0 0
Demo inst 9990 (9999_9990)	16	7386	0	100	16 0 0 0
LastTA1, FirstTA1	12	7390	0	100	12 0 0 0
Students with no group (Teacher)	4	7373	0	100	4 0 0 0

To navigate to the Teacher Listing Subject Detail Report:

- On the School Listing Subject Detail Report ([Figure 16](#)), click  next to a school name. The Exploration Menu opens.
- On the Exploration Menu, do the following:
 - From the **Subject** and **Grade** drop-down lists, select the required subject and grade.
 - From the **Who** drop-down list, select **Teacher**.
 - From the **What** drop-down list, select **Subject**.
 - From the **When** drop-down list, select **Current Admin**.
- Click **View**. The Teacher Listing Subject Detail Report for the selected grade-subject opens.

For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [Printing Reports in the ORS](#), and [Understanding the ORS Banner](#).

Viewing Roster Listing Subject Detail Reports

The Roster Listing Subject Detail Report displays data for all the rosters associated with a selected school or teacher whose students completed the selected test. For more information about rosters, see [Working with Student Rosters](#). For an explanation of the report columns, see [Tables 6-8](#).

Figure 18. Roster Listing Subject Detail Report

Student Performance at Each Proficiency Level

How did my students perform overall in Science?

Test: ILEARN Biology ECA

Year: Fall 2019

Name: LastTA1, FirstTA1

Legend: Proficiency Levels

■ %Below Proficiency ■ %Approaching Proficiency ■ %At Proficiency ■ %Above Proficiency

Performance on the ILEARN Biology ECA Test: LastTA1, FirstTA1, Fall 2019

Breakdown by: Comparison:

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Demo district 9999 (9999)	17	7385	0	100	17 0 0 0
Demo inst 9990 (9999_9990)	16	7386	0	100	16 0 0 0
LastTA1, FirstTA1	12	7390	0	100	12 0 0 0
Demo roster	12	7390	0	100	12 0 0 0

To navigate to the Roster Listing Subject Detail Report:

- On the Teacher Listing Subject Detail Report ([Figure 17](#)), click  next to a teacher's name. The Exploration Menu opens.
- On the Exploration Menu, do the following:
 - From the **Subject** and **Grade** drop-down lists, select the required subject and grade.
 - From the **Who** drop-down list, select **Roster**.
 - From the **What** drop-down list, select **Subject**.
 - From the **When** drop-down list, select **Current Admin**.
- Click **View**. The Roster Listing Subject Detail Report for the selected grade-subject opens.

For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [Printing Reports in the ORS](#), and [Understanding the ORS Banner](#).

Viewing Student Listing Subject Detail Reports

The Student Listing Subject Detail Report displays data for all the students associated with the selected school, teacher, or roster who have completed the selected test. For an explanation of the report columns, see [Tables 6-8](#).

Figure 19. Student Listing Report

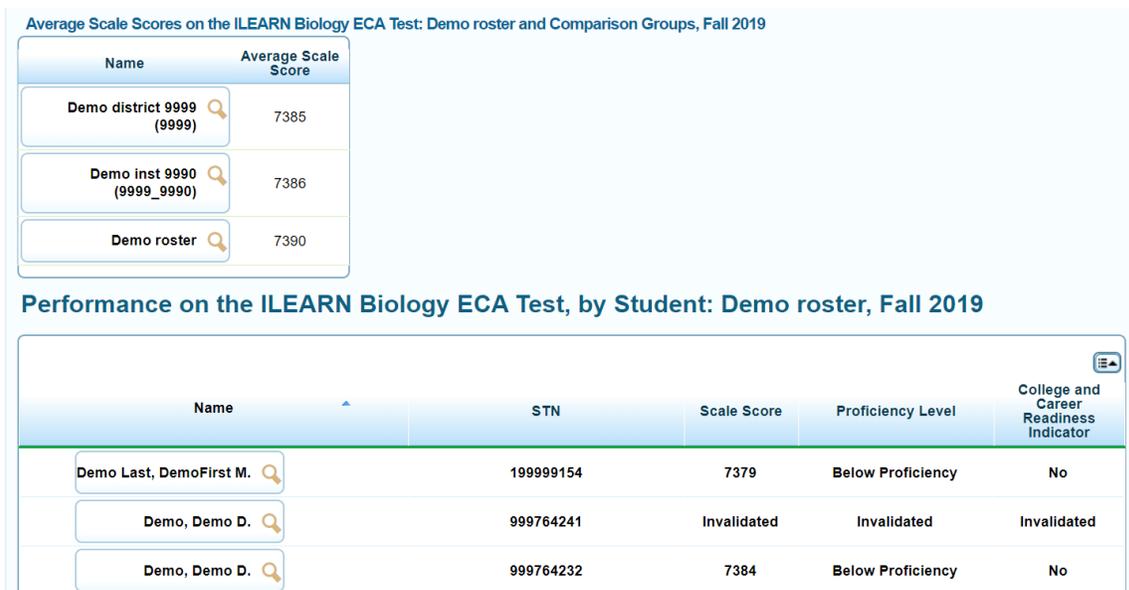
Student Performance in Each Proficiency Level

How did my students perform overall in Science?

Test: ILEARN Biology ECA

Year: Fall 2019

Name: Demo roster



To navigate to the Student Listing Subject Detail Report:

- On the Roster Listing Subject Detail Report ([Figure 18](#)), click  next to a roster's name. The Exploration Menu opens.
- On the Exploration Menu, do the following:
 - From the **Subject** and **Grade** drop-down lists, select the required subject and grade.
 - From the **Who** drop-down list, select **Student**.
 - From the **What** drop-down list, select **Subject**.
 - From the **When** drop-down list, select **Current Admin**.
- Click **View**. The Student Listing Subject Detail Report for the selected grade-subject opens.

Online Reporting System



Note: A student has only one opportunity to take ILEARN, IREAD-3, I AM, and ISTEP+ Grade 10 within the given test window. There are rare instances when a student may take the test twice, for example if a student takes an online and paper test or a student takes the online ILEARN CAT test and Performance Task tests and also takes the ILEARN online Accommodated Fixed-Form and Performance Task tests in Spring 2020. The opportunity used in report aggregations reflects the student's first testing opportunity if the student takes multiple opportunities of a test. If a student takes the test twice, both online and paper, the paper test is always considered the first opportunity because the system uses the start of the testing window as the date the student took the paper test.

Table 9. Student Listing Subject Detail Report Columns

Column	Description
Name	The name of the student.
STN	The student's unique identifier.
Scale Score	The student's scale score and standard error of the mean.
Proficiency Level	The proficiency level associated with the student's score.
College and Career Readiness Indicator	This attribute will indicate if a student is college and career ready based on the student performance on the assessment.
Reported Lexile Measure	A single score or score range that reflects the student's reading ability. This column is only available for ILEARN ELA and IREAD-3 tests.
Reported Quantile Measure*	A single score or score range that reflects the student's mathematical achievement. This column is only available for ILEARN Mathematics tests.

*Only applicable to ILEARN



Note: About the Scale Score Column on the Student Listing Score Report

You may not be able to view a student's overall test score in the Scale Score column or access that student's ISR in the following cases:

- If a student logged in and took the IREAD-3 assessment, but there is at least one test segment in which the student did not answer any items, the Student Listing Report will receive an overall and scale score of "Undetermined."
- If a student logged in to the ILEARN assessment and answered 32 or more items but did not complete the test, the Student Listing Report will display an overall scale score but an "Undetermined" reporting category score.
- If a student logged in to the ILEARN assessment and answered at least 5 items but fewer than 32 items and did not complete the test, the Student Listing Report will display an "Undetermined" overall scale score and an "Undetermined" reporting category score.
- If a student did not take an entire part or section of the ISTEP+ Grade 10 assessment or if a portion of the assessment was invalidated, the Student Listing Report displays "Undetermined" in the Scale Score column.

For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [Printing Reports from the Student Listing Report Page](#), and [Understanding the ORS Banner](#).

Viewing Individual Student Reports (ISR)

The ISR (see [Figure 20–Figure 23](#)) provides more specific details about a particular student’s performance on an assessment.

To navigate to the ISR:

1. On the Student Listing Report ([Figure 19](#)), click  next to a student’s name. The Exploration Menu opens.
2. On the Exploration Menu, do the following:
 - a. From the **Subject** and **Grade** drop-down lists, select the required subject and grade.
 - b. From the **Who** drop-down list, select **Student**.
 - c. From the **What** drop-down list, select **Subject**.
 - d. From the **When** drop-down list, select **Current Admin**.
3. Click **View**. The ISR opens.

For information about the data on the ISR page, see the section [About the Individual Student Report \(ISR\)](#).

For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [How to Print Reports from the Individual Student Report Page](#), and [Understanding the ORS Banner](#).

Figure 20. ILEARN Individual Student Report (ISR) View

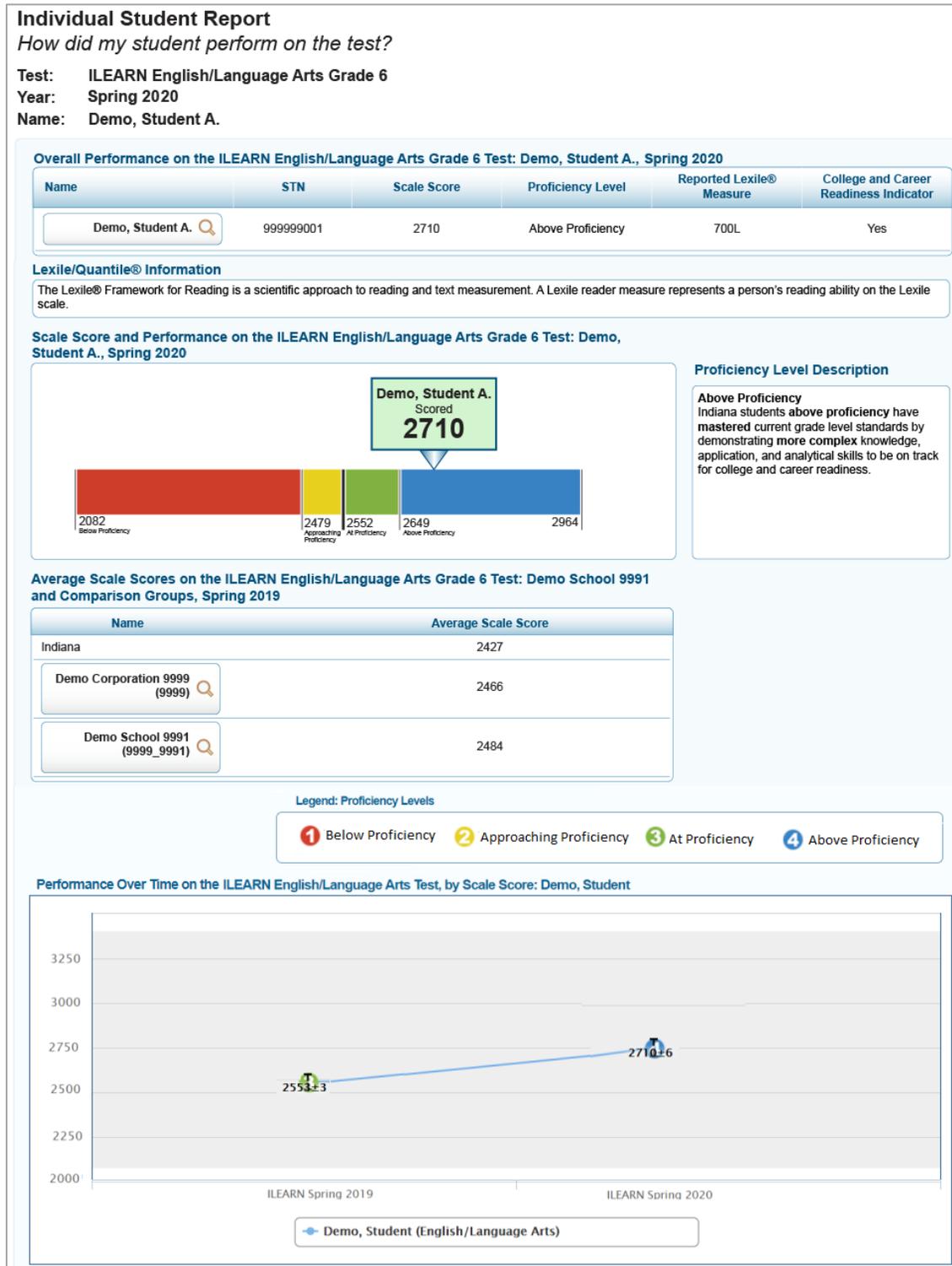


Figure 21. IREAD-3 Individual Student Report (ISR)

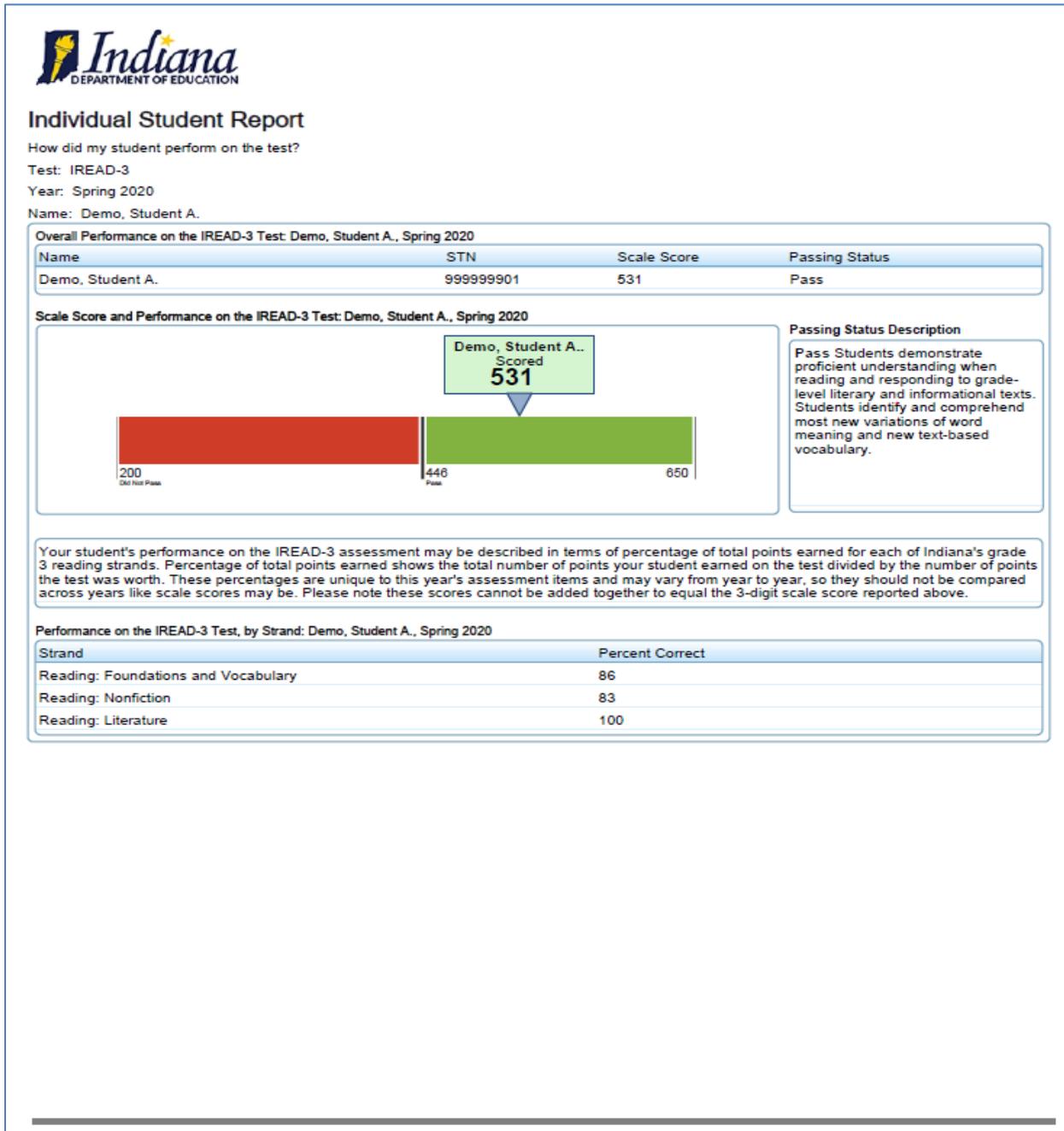


Figure 22. I AM Individual Student Report (ISR)

Overall Performance on the I AM English/Language Arts Grade 5 Test: Demo, Student A., Spring 2020

Name	STN	Scale Score	Proficiency Level
Demo, Student A.	999999001	396	At Proficiency

Scale Score and Performance on the I AM English/Language Arts Grade 5 Test: Demo, Student A., Spring 2020

Doe, Student A. Scored **396**

200 Below Proficiency | 354 Approaching Proficiency | 391 At Proficiency | 500

Proficiency Level Description

At Proficiency
Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

Next Steps
Read various types of materials with your student. Ask your student how a character responded at different points in a story ("What did she do after she left school?"). Discuss predictions about what might happen next.

Percent Proficient on the I AM English/Language Arts Grade 5 Test: Demo School 9991 and Comparison Groups, Spring 2020

Name	Percent Proficient
Indiana	48
Demo Corporation 9999 (9999)	65
Demo School 9991 (9999_9991)	72

Performance on the I AM English Language Arts Grade 5 Test, by Reporting Category: Demo, Student A, Spring 2020

Reporting Category	Percent Correct	Reporting Category Description
Key Ideas and Textual Support/Vocabulary	96	Students who are at proficiency can support inferences about literature and nonfiction using text evidence; identify themes and how characters respond to challenges; explain relationships between ideas or events; and determine the meaning of figurative language.
Structural Elements and Organization/Connection of Ideas/Media Literacy	80	Students who are at proficiency can review claims and evaluate their support; identify the role of media in shaping opinion; explain how chapters or scenes fit together in a text's structure; and compare and contrast the structure of texts on similar topics.
Writing	82	Students who are at proficiency can recognize characteristics of persuasive, informative, and narrative writing; take a position or introduce a topic; arrange ideas logically; support ideas with facts and examples; and use grade-appropriate conventions.

Based on data from the I AM, Spring 2020 administration.

Report Generated: 5/23/2020 4:10:50 PM EDT

Data presented in this system are considered preliminary. Official data will be released from the Department following the Spring and Summer 2019 administrations.

For help in understanding your student's scores and this report, contact your student's teacher or school principal.

Indiana Assessment Help Desk

1.866.298.4256

Email: airindianahelpdesk@air.org

Figure 23. ISTEP+ Grade 10 FTA Individual Student Report (ISR)

Indiana DEPARTMENT OF EDUCATION

Score Reports | Reports & Files | Inbox (0) | Search Students | Upload Rosters | Add Roster | View/Edit Rosters | This page: Help | Print | Definitions

Now viewing: Scores for my current students

Individual Student Report
How did my student perform on the test?

Test: ISTEP+ English/Language Arts Grade 10
Year: Spring 2020 FTA
Name: Demo, Student A.

Legend: Strand Performance Category
 ↑ At or Above Target Score; Strand Mastered
 ↓ Below Target Score; Strand Not Mastered

Overall Performance on the ISTEP+ English/Language Arts Grade 10 Test: Demo, Student A., Spring 2020 FTA

Name	STN	Scale Score	Performance Level
Demo, Student A.	999999001	396	Pass+

Scale Score and Performance on the ISTEP+ English/Language Arts Grade 10 Test: Demo, Student A., Spring 2020 FTA

Performance Level Description

Pass+
Tenth-grade students performing at the Pass+ level demonstrate advanced understanding when reading, comparing, and responding to a range of grade-level appropriate texts, including literature and nonfiction. Students display advanced writing skills using appropriate Standard English conventions when producing different writing forms.

Average Scale Scores on the ISTEP+ English/Language Arts Grade 10 Test: Demo School 9991 and Comparison Groups, Spring 2020 FTA

Name	Average Scale Score	Percent Passed
Indiana	347	57
Demo Corporation 9999 (9999)	377	63
Demo School 9991 (9999_9991)	377	63

Your student's performance on the ISTEP+ assessment may be described by the Indiana Performance Index (IPI) for each of the strands listed in the table below. The IPI for each strand ranges from 0 to 100, with the target score set as the level expected of students just earning the "Pass" level. The targets are unique to this year's assessment items and may vary from year to year, so they should not be compared across years like scale scores may be.

Performance on the ISTEP+ English/Language Arts Grade 10 Test, by Strand: Demo, Student A., Spring 2020 FTA

Strand	Strand Score	Strand Performance	Target Score
Reading: Literature and Vocabulary	96	↑	54
Reading: Nonfiction, Vocabulary, and Media Literacy	80	↑	58
Writing: Genres, Writing Process, Research Process	82	↑	53
Writing: Conventions of Standard English	70	↓	72

This part of the report shows your student's performance on the open-ended (OE) items (an essay and short-answer questions for English/Language Arts and constructed response and extended response for Mathematics). Each item is listed below, along with the strand measured, and the number of points your student earned.

Condition Codes (all condition codes convert to 0 points)
 A = Blank / No response / Refusal
 B = Illegible
 C = Written predominantly in language other than English
 D = Insufficient response / Copied from text
 E = Response not related to test questions or scoring rule

Performance on the ISTEP+ English/Language Arts Grade 10 Test, by Item: Demo, Student A., Spring 2020 FTA

Section - Item Number	Points Earned	Points Possible
Reading: Nonfiction, Vocabulary, and Media Literacy		
Section 1 - 1	2	2
Section 1 - 2	1	2
Section 1 - 3	1	2
Writing: Genres, Writing Process, Research Process		
Section 2 - 1	5	6
Writing: Conventions of Standard English		
Section 2 - 1	4	4

Online Reporting System

Figure 24. ISTEP+ Grade 10 Retest Individual Student Report (ISR)



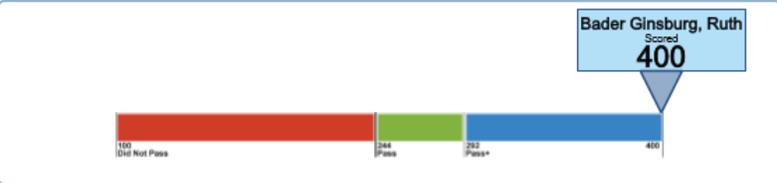
Individual Student Report
How did my student perform on the test?
Test: ISTEP+ English/Language Arts Grade 10
Year: Winter 2020 Retest
Name: Demo, Student A.

Legend: Strand Performance Category
 Below Target Score; Strand Not Mastered
 At or Above Target Score; Strand Mastered

Overall Performance on the ISTEP+ English/Language Arts Grade 10 Test: Demo, Student A., Winter 2020 Retest

Name	STN	Scale Score	Performance Level
Demo, Student A.	123456789	400	Pass+

Scale Score and Performance on the ISTEP+ English/Language Arts Grade 10 Test: Demo, Student A., Winter 2020 Retest



Performance Level Description
Pass+
Tenth-grade students performing at the Pass+ level demonstrate advanced understanding when reading, comparing, and responding to a range of grade-level appropriate texts, including literature and nonfiction. Students display advanced writing skills using appropriate Standard English conventions when producing different writing forms.

Your student's performance on the ISTEP+ assessment may be described by the Indiana Performance Index (IPI) for each of the strands listed in the table below. The IPI for each strand ranges from 0 to 100, with the target score set as the level expected of students just earning the "Pass" level. The targets are unique to this year's assessment items and may vary from year to year, so they should not be compared across years like scale scores may be.

Performance on the ISTEP+ English/Language Arts Grade 10 Test, by Strand: Demo, Student A., Winter 2020 Retest

Strand	Strand Score	Strand Performance	Target Score
Reading: Literature and Vocabulary	70		57
Reading: Nonfiction, Vocabulary, and Media Literacy	72		49
Writing: Genres, Writing Process, Research Process	71		54
Writing: Conventions of Standard English	100		70

This part of the report shows four student's performance on the open-ended (OE) items (an essay and short-answer questions for English/Language Arts and constructed response and extended response for Mathematics). Each item is listed below, along with the strand measured, and the number of points four student earned.

Condition Codes (all condition codes convert to 0 points)
 A = Blank/ No response/ Refusal
 B = Illegible
 C = Written predominantly in language other than English
 D = Insufficient response/ Copied from text
 E = Response not related to test questions or scoring rules

About the Individual Student Report (ISR)

The information included in the ISR may vary based on the selected assessment and subject. A student's performance data is divided into separate tables, often with accompanying descriptions of the report data. Information icons  also appear alongside the report's tables and data elements (such as the title). When you hover over these icons, additional information pops up.

The ISR provides the following information:

Overall Performance on the [Test Name and Details] Test: [Student Name], [Administration].
This table may include the following:

Online Reporting System

- The student's name and student test number (STN).
- The student's overall scale score for a test opportunity (*Not available for ILEARN U.S. Government ECA*).
- The proficiency level associated with the student's score for a test opportunity (*ILEARN 3-8, Biology ECA, and I AM only*).
- The performance level associated with the student's score for a test opportunity (*ISTEP+ Grade 10 only*).
- The passing status associated with the student's score for a test opportunity (*IREAD-3, ISTEP+ Grade 10 and ILEARN U.S. Government ECA only*).
- The student's reported Lexile measure, which reflects the student's reading ability (*ILEARN English/Language Arts and IREAD-3 only*).
- The student's reported quantile measure, which reflects the student's mathematical ability (*ILEARN Mathematics only*).
- College and Career Readiness indicator reflects whether the student is on track to becoming college and career ready (*ILEARN Mathematics and ILEARN English/Language Arts only*).
- *Scale Score**, *Passing Status (IREAD-3 and ILEARN U.S. Government ECA only)* and *Performance on the [Test Name and Details] Test: [Student Name]* – This horizontal bar graph depicts the student's achievement level based on their overall scale score and where it falls within the assessment's proficiency levels. An overall scale score is not reported for ILEARN U.S. Government.
 - IREAD-3
 - **Pass:** Indiana students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.
 - **Did Not Pass:** Indiana students demonstrate limited understanding when reading and responding to grade-level literacy and informational texts. Students have difficulty identifying and comprehending new variations of word meanings and new text-based vocabulary.
 - **Undetermined:** Indiana students with a result of Undetermined did not respond to any items on one or more sections of the test.
 - ILEARN U.S. Government End-of-Course Assessment
 - **At Proficiency:** Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.
 - **Below Proficiency:** Indiana students below proficiency have not met current grade level standards. Students may require significant support to

develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

- **Undetermined:** Indiana students with a result of Undetermined did not answer enough questions on the overall test to get a proficiency level score.
- ILEARN 3-8 and ILEARN Biology End-of-Course Assessment
 - **Above Proficiency:** Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.
 - **At Proficiency:** Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application and analytical skills to be on track for college and career readiness.
 - **Approaching Proficiency:** Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.
 - **Below Proficiency:** Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application and analytical skills needed to be on track for college and career readiness.
 - **Undetermined:** Indiana students with a result of Undetermined did not answer enough questions on the overall test to get a proficiency level score.
- I AM
 - **At Proficiency:** Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.
 - **Approaching Proficiency:** Indiana students approaching proficiency have nearly met current grade level Content Connectors by demonstrating some basic knowledge, application, and skills. Students may require support to be on track for post-secondary education or competitive integrated employment.
 - **Below Proficiency:** Indiana students below proficiency have not met current grade level Content Connectors. Students may require significant support to develop the knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.
 - **Undetermined:** Indiana students with a result of Undetermined did not answer enough questions on the overall test to get a proficiency level score.
 - **No Mode of Communication (NMC):** NMC indicates the Indiana student was unable to communicate a response to the first five test items.
- ISTEP+ Grade 10

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- **Did Not Pass:** Indiana students with a Did Not Pass result have not met grade 10 level standards. Students may require significant support to develop the knowledge, application and analytical skills needed to be on track for this subject area.
- **Pass:** Indiana students with a Pass result have met grade 10 level standards by demonstrating essential knowledge, application and analytical skills to be on track for this subject area.
- **Pass+:** Indiana students with a Pass+ result have mastered grade 10 level standards by demonstrating more complex knowledge, application, and analytical skills for this subject area.
- **Undetermined:** Indiana students with an Undetermined result did not respond to any items on one or more parts or sections of the test. If one or more parts or sections of the test are invalidated, a student will receive an Undetermined score for ISTEP+.

Performance on the [Test Name and Details] Test by Strand: [Student Name], [Administration] (IREAD-3 and ISTEP+ Grade 10 only) —This table includes:

- Your student's performance on strands within the subject area.
 - IREAD-3 Strand performance is reported as raw score percent correct for the following strands:
 - Foundations and Vocabulary
 - Nonfiction
 - Literature
 - ISTEP+ Grade 10 Strand performance is reported as Indiana Performance Index (IPI) for the following strands:
 - ELA: Reading: Literature and Vocabulary; Reading: Nonfiction, Vocabulary, and Media Literacy; Writing: Genres, Writing Process, Research Process; and Writing: Conventions of Standard English
 - Mathematics: Number Sense, Expressions, and Computation; Geometry and Measurement; Data Analysis, Statistics, and Probability; Linear Equations, Inequalities, and Functions; Systems of Equations and Mathematics Inequalities; Quadratic & Exponential Equations and Functions; and Mathematical Process

Performance on the [Test Name and Details] Test by Reporting Category: [Student Name], [Administration](ILEARN 3-8, ILEARN Biology ECA only) —This table includes:

- Your student's performance on reporting categories within this subject area.
 - Reporting category performance is reported as: Below (●), At/Near (■), or Above (▲) (ILEARN 3-8, Biology ECA only).

Online Reporting System

- A graph displaying the student’s score on each reporting category (*ILEARN 3-8, Biology ECA only*). The black line in the graph indicates the student’s score on a reporting category while the dark green rectangle represents the range of likely scores the student would receive if they took the test multiple times.
 - The student’s performance level in each of the reporting categories for their test opportunity with the highest overall performance. A legend at the top of the report explains the symbols used.
 - Interpretations of the student’s results along with the recommendations on the next steps to be taken to improve the student’s performance based on their reporting category scores (*ILEARN 3-8, Biology ECA only*).
- *Information on the Lexile Measure (ILEARN English/Language Arts only)* — This text box provides a description of the Lexile measure. This text box only appears if the Lexile score is included in the Overall Performance table.
 - *Information on the Quantile Measure (ILEARN Mathematics only)* — This text box provides a description of the Quantile measure. This text box only appears if the Quantile score is included in the Overall Performance table.
 - Average Scale Scores on the [Test Name and Details] Test: [Entity] and Comparison Groups, [Administration] (*ILEARN 3-8, Biology ECA only*) — Allows you to see how your student’s scale score compares with their peers at the school, corporation, and state level.
 - *Condition Codes* — These labels are assigned to student responses when the responses do not meet the criteria necessary to receive a score.
 - *Writing Performance on the ILEARN English/Language Arts (ELA) test* — English/Language Arts reports include descriptions of the student’s performance on the writing portion based on the performance task writing rubric for each criterion. If a condition code appears for one or more criteria in this section, then the student’s written response could not be scored on those criteria. See Table 10 for a list of condition codes.

The possible condition codes for ILEARN and ISTEP+ Grade 10 are listed below.

Table 10. Condition Codes for ILEARN Hand Scored Items

Value	Description	Recode Rule for Item Analysis	Recode Rule for Scoring
B	Blank Essay, Not Tested (e.g., no response, erased, refusal)	Leave blank – treat as missing	Lowest score (0)
I	Insufficient / Copied from text	Lowest score (0)	Lowest score (0)

Online Reporting System

L	Non-scorable language	Lowest score (0)	Lowest score (0)
T	Off topic (essay only)	Lowest score (0)	Lowest score (0)
M	Off purpose (essay only)	Lowest score (0)	Lowest score (0)
X	Illegible (paper-pencil tests only)	Lowest score (0)	Lowest score (0)

Table 11. Condition Codes for ISTEP+ Grade 10 Hand Scored Items

Value	Description	Recode Rule for Item Analysis	Recode Rule for Scoring
A	Blank/ No response/ Refusal	Leave blank – treat as missing	Lowest score (0)
B	Illegible	Lowest score (0)	Lowest score (0)
C	Written predominantly in language other than English	Lowest score (0)	Lowest score (0)
D	Insufficient response/ Copied from text	Lowest score (0)	Lowest score (0)
E	Response not related to test questions or scoring rules	Lowest score (0)	Lowest score (0)

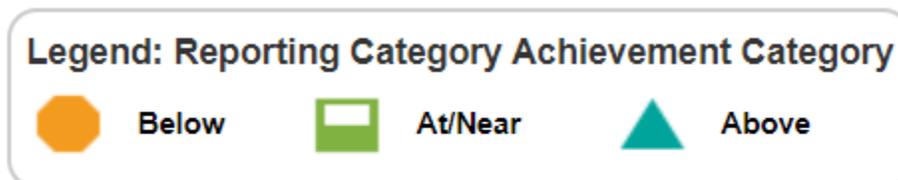
Note that for ISTEP+ Grade 10 it is possible for a student to receive a condition code for one rubric within an item and a score for the other rubric within the same item.

Viewing Reporting Category Score Reports

The Reporting Category Score report shows the percentage of your students in each Reporting Category for the selected test grade and subject.

A legend provides information about the Reporting Category Achievement Category. See [Figure](#)

Figure 25. Reporting Category Achievement Category Legend



[Table 12](#) describes the Reporting Category Score Report columns.

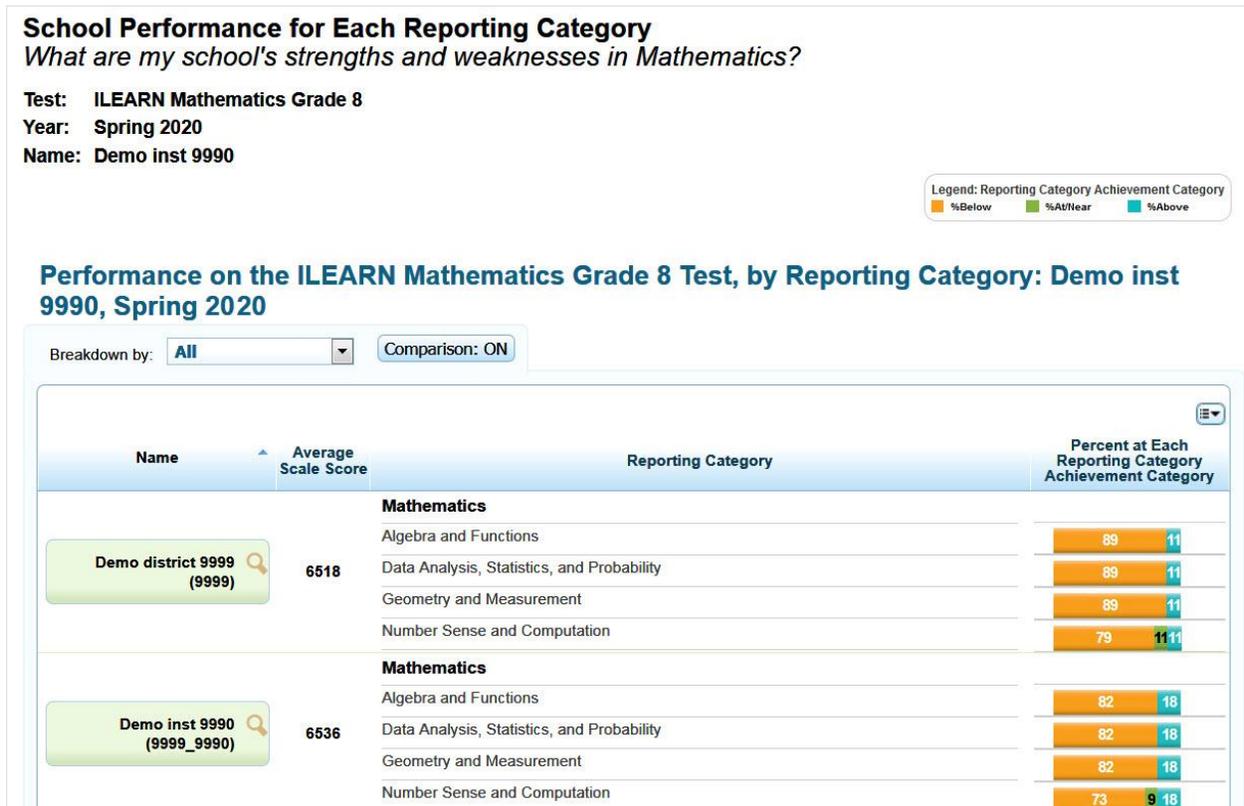
Table 12: Reporting Category Score Report Columns

Column	Description
Name	The name of the entity/individual you are viewing (corporation, school, teacher, roster, or student).
Student Count	The number of students who have a valid score for the grade, subject, and administration selected.
Reporting Category	The reporting categories within the selected subject.
Percent at Each Performance Category	Percent of students at each reporting category performance level who took the selected test.

Viewing School Listing Reporting Categories Report

The School Listing Reporting Categories Report (see Figure 26) is available for corporation-level users. For each school in the corporation, the report displays performance data on each reporting category within the selected grade, along with the comparison date for the corporation and state.

Figure 26. School Listing Reporting Categories Report



To access the School Listing Reporting Categories Report:

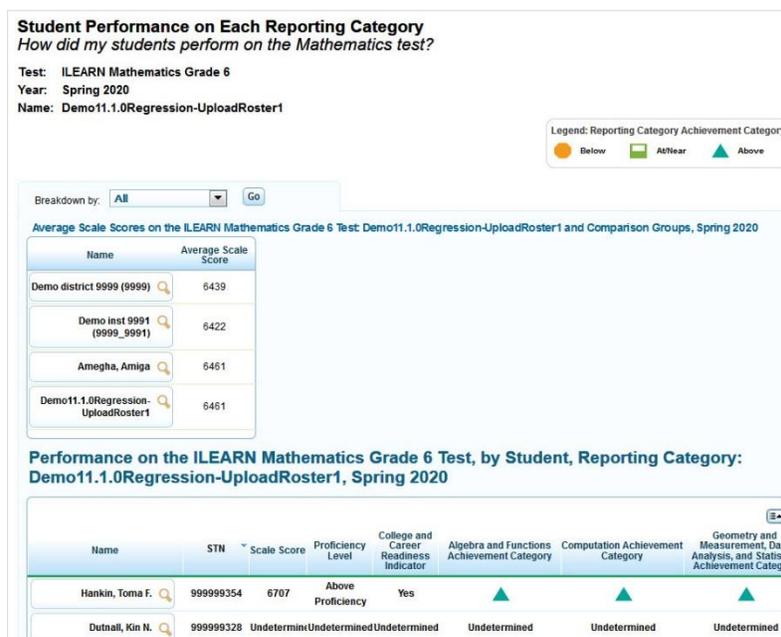
- On the School Listing Subject Detail Report (Figure 16), click  next to the corporation name. The Exploration Menu opens.
- On the Exploration Menu, do the following:
 - From the **Subject** and **Grade** drop-down lists, select the required subject and grade.
 - From the **Who** drop-down list, select **Teacher**.
 - From the **What** drop-down list, select **Reporting Categories**.
 - From the **When** drop-down list, select **Current Admin**.
- Click **View**. The School Listing Reporting Categories Report opens.

For an explanation of the report columns, see Table 12. For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [Printing Reports in the ORS](#), and [Understanding the ORS Banner](#).

Viewing Student Listing Reporting Categories Report

The Student Listing Reporting Categories Report (see [Figure](#)) displays reporting category performance data for all the students associated with the selected school, teacher, or roster. Each report also displays comparison data for the state, corporation, and school in a separate table (as applicable).

Figure 27. Student Listing Reporting Categories Report



To access the Student Listing Reporting Categories Report:

- On the School Listing Reporting Categories Report ([Figure](#)), click  next to a school's name. The Exploration Menu opens.
- On the Exploration Menu, do the following:
 - From the **Subject** and **Grade** drop-down lists, select the required subject and grade.
 - From the **Who** drop-down list, select **Student**.
 - From the **What** drop-down list, select **Reporting Categories**.
 - From the **When** drop-down list, select **Current Admin**.
- Click **View**. The Student Listing Reporting Categories Report opens (see [Figure](#)).

The Student Listing Reporting Categories Score Report displays a student's name, student identification number, overall subject scale score, standard error of measurement, and their scale score for each reporting category. The legend above the report explains the data represented.

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For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [Printing Reports from the Student Listing Report Page](#), and [Understanding the ORS Banner](#).

Viewing the Standard Score Report

The Standard Score Report displays data on the performance of aggregate entities on each standard of a subject for the current test window. The Standard Score Reports are available for ILEARN English/Language Arts and Mathematics tests only.

Users will be able to view a listing of all standards in a subject sorted by reporting category and the performance of their students at the corporation and school level on those standards. Please note that these reports are not available at the Test Administrator and roster level in the ORS.

View a listing of all standards in a subject, sorted by reporting category and the performance of their students at the corporation and school level on those standards.

The Standard Score Report provides information about a group's actual proficiency level in each standard. The Areas Where Performance indicates Proficiency column displays whether the standard performance is above, borderline, or below the proficiency levels for the test.

An asterisk will appear where there is insufficient data available to determine whether the performance on this standard is above, near, or below the proficiency standard. Asterisks will appear more frequently for standards not as prominently represented on the blueprint. An example of one of these standards is in English/Language Arts 6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.

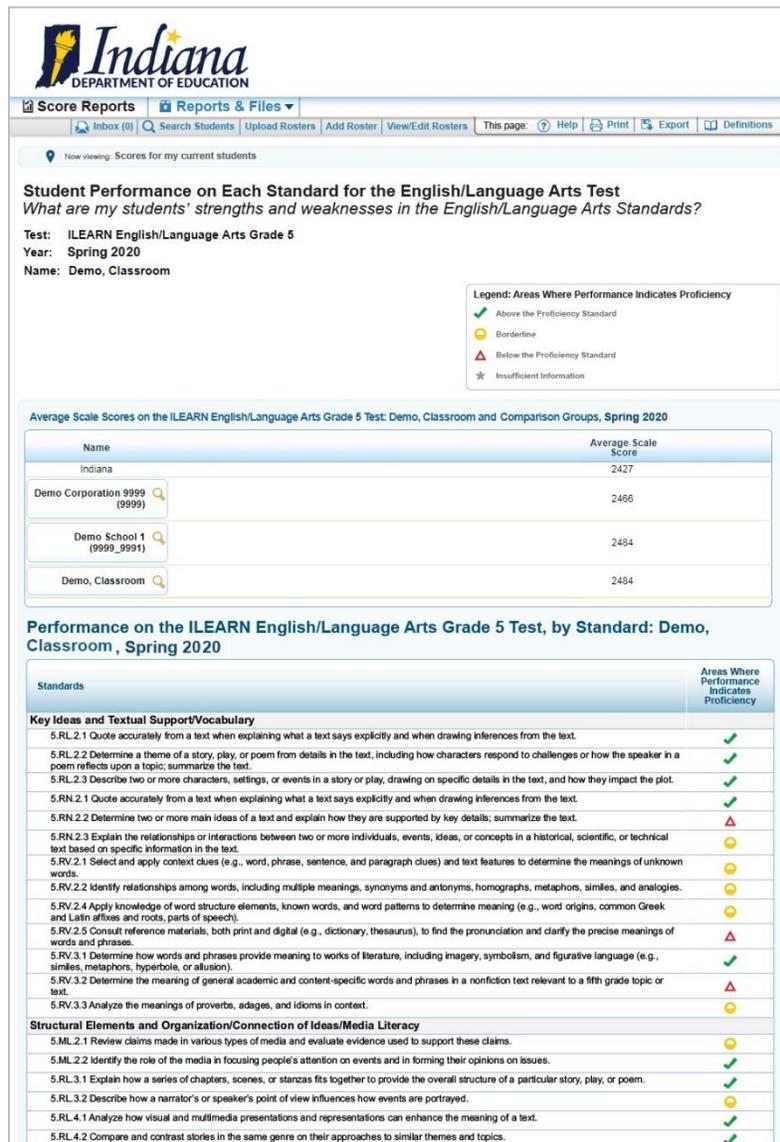
These reports are not available for fixed form assessments such as ILEARN Social Studies.

For more information about the entity levels at which standard performance data is available, see [Table 3](#).

To navigate to the Standard Score Report:

1. On the School Listing Subject Detail Report ([Figure 16](#)), click  next to a school's name. The Exploration Menu opens.
2. On the Exploration Menu, do the following:
 - a. From the **Subject** and **Grade** drop-down lists, select the required subject and grade.
 - b. From the **What** drop-down list, select **Standards**.
 - c. From the **When** drop-down list, select **Current Admin**.
3. Click **View**. The Standard Report for the selected grade-subject opens.

Figure 28. School Standard Performance Report



The Standard Score Report provides information about a group's actual proficiency level in each standard. The Areas where Performance Indicates Proficiency column displays whether the standard performance is above, borderline, or below the proficiency levels for that test.

[Table 13](#) explains the symbols in the Areas Where Performance Indicates Proficiency column.

Table 13. Performance Relative to Proficiency

Benchmark Level	Description
 Above the Proficiency Standard	The group of students performed above the proficiency standard on this standard.
 Borderline	The group of students performed at or near the proficiency standard on this standard.
 Below the Proficiency Standard	The group of students performed below the proficiency standard on this standard.
 Insufficient Information	Not enough information is available to determine whether the performance on this standard is above, near, or below the proficiency standard.

For information about the actions you can perform on this report, see the sections [Working with Score Report Features](#), [Printing Reports in the ORS](#), and [Understanding the ORS Banner](#).

Section V. Viewing Reports & Files

The Reports & Files feature in the ORS provides test summary statistics and allows you to retrieve student results. This section provides instructions on how to generate and view the available reports and files.

Retrieving Student Results

You can download student data for a selected administration by corporation, school, teacher, or roster. The data includes students' personal information, enrolled school and corporation, grade level, and the selected test scores and reporting category scores (if applicable). You can also generate PDFs of ISRs in a Zip file and in different languages. On the printed ISR, you have the option to print the PDF with an interpretive guide page before the student's report.

This section discusses the following:

[How to Generate a Data File or PDF of Individual Student Reports \(ISRs\)](#)

[Accessing Files from the Inbox](#)

How to Generate a Data File or PDF of Individual Student Reports (ISRs)

1. From the **Reports & Files** drop-down list in the banner, select **Retrieve Student Results**. The **Retrieve Student Results** page opens.

Figure 29. Retrieve Student Results Page

The screenshot shows the 'Retrieve Student Results' page with the following fields:

- Step 1: Choose What**
 - Report Type: PDFs of Student Reports
 - Test: IREAD-3
 - Administration: Spring 2019
 - Tested Grade: All Grades
 - Language: English
 - Download Format: PDF
 - Report Format: Include all ISRs in a Single
 - Filter By: All
- Step 2: Choose Who**
 - Corporation: Demo district 9999 (9999)
 - School: Demo inst 9991 (9999_999)
 - Teacher: Demo, Proctor
 - Roster: All

An 'Export to Inbox' button is located at the bottom left of the form.

2. In the *Step 1: Choose What* section, select the following report parameters:
 - a. **Report Type:** Select a report. The available options are **Student Data** and **PDF of Student Reports**.
 - b. **Test:** Select an assessment category (such as IREAD-3).
 - c. **Administration:** Select an administration period (such as Spring 2019).

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- d. **Tested Grade** (optional): Select a grade. You can reopen this drop-down list to select additional grades or select **All Grades** to create a Zip file containing separate files for each selected grade. To remove a selected grade, click **X** next to that grade level.
- e. **Download Format**: Select a file format from the options available for the selected report:
 - **Student Data**: The default format is an Excel (.xls) spreadsheet file. You can select a different format, such as CSV, if available.
 - **PDF of Student Reports**: A PDF file is the only available format.



Note: The **PDF of Student Reports** option creates a Zip file that contains individual PDFs of each ISR for all the students associated with the selected entity. It also includes a manifest, which is an Excel (csv) file listing all the PDFs included in the Zip file. If multiple schools are selected, separate zip files are created for each school.

- f. **PDF Type** (available for the PDF of Student Reports option only): Select the level of detail to include on the ISR. You can select from the following options:
 - **Simple ISR**: Includes the student's overall performance table, along with the barrel graph, scale score, and reporting category scores or percent correct, depending on the assessment.
 - (1) **Addendum** (optional): To include a one-page interpretive guide for understanding the Simple ISR, select **Interpretive Guide** from the **Addendum** drop-down list that appears after selecting **Simple ISR**.
 - g. **Filter By** (optional): Select a specific demographic subgroup.
 - If you select a demographic subgroup, a **Values** field appears. Select the required filter criteria from the available options.
3. From the *Step 2: Choose Who* section, select which entity or individual should be included in the report. For most users, your associated entity is pre-selected. Users associated with multiple corporations or schools must select an entity.
 - a. **Corporation**: Select a corporation, if applicable.
 - b. **School**: Select a school, if applicable. You can also select **All** to generate a report that includes all your schools. For the Student Data report, data for all your schools is listed in a single file. For PDFs of Student Reports, separate PDF reports are generated for each of your schools.
 - c. **Roster** (optional): If a teacher was selected, choose a roster. The default setting includes all rosters associated with the selected teacher.
 4. Click **Export to Inbox**. A confirmation message indicates that your request has been queued and you will be informed via email once the file is ready.
 5. Once the file generates, it appears in the **Inbox** window accessible from the banner. For more information, see the section [Accessing Files from the Inbox](#).

Accessing Files from the Inbox

The Inbox lists the student data files and reports that you generate from the **Retrieve Student Results** page as well as the PDFs of ISRs generated on the **Student Listing Report** page and **Student Search Results** page. You will receive an email notifying you when the files you export to the Inbox are ready for download. Inbox files automatically expire after 30 days unless you archive them. You can add custom labels to your Inbox files, which can be hidden based on your preferences.



Note: The Inbox also stores any file exports you create in TIDE or the ORS as well as secure files uploaded by admin users. The Inbox displays system labels showing you which system each file came from for reference. An email will be sent to registered users when a document is available for review.

You can also access the Inbox from the Indiana Assessment Portal (<https://Indiana.portal.airast.org>).

Figure 30. Inbox

Name	Creation Date	Expire Date	Days Available	Actions
<input type="checkbox"/> Demo_inst_9990_StudentData_ISTEP_Winter_2020_Retest_34072.zip <input type="checkbox"/> ORS	11/08/2019 03:10 PM	12/08/2019 03:10 PM	7	
<input type="checkbox"/> demo_Demo_StudentData_ISTEP_Winter_2020_Retest_34071.zip <input type="checkbox"/> ORS	11/08/2019 03:09 PM	12/08/2019 03:09 PM	7	

Showing 1 to 2 of 2 entries

First Previous 1 Next Last

To access files stored in the Inbox:

1. In the banner, click **Inbox**. The **Inbox** window opens, listing available files (see [Figure](#)).
2. Select a file from the available tabs:
 - **Inbox**: Displays all the files except for those that you have archived.
 - **Archived**: Displays files that you archived.
3. To download a file, click the name of that file.
4. *Optional*: To hide labels from the **Inbox** window, set the **Custom Labels** toggles to **Hide**, as needed. To show these labels again, set their toggles to **Show**.
5. *Optional*: To filter the files by keyword, enter a search term in the text box above the list of files. To filter the files by label, mark the checkbox for the desired labels on the left panel.
6. *Optional*: To archive a file, click beside a file in the Inbox.

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Note: You cannot archive secure documents that were uploaded to the Inbox by admin users.

Section VI. Working with Student Rosters

Rosters are groups of students associated with a teacher or other user. Rosters can represent entire classes, individual class periods, and other groups of students within a class or program. Students can belong to multiple rosters.

Rosters allow you to easily analyze aggregate data and track students' test scores. You can use rosters to organize students into groups based on their accommodations, level of performance, and other criteria. For example, if certain students in a teacher's class are performing below the standard, that teacher may want to create a custom remedial roster for those students who need more attention.



Note: Rosters may include students from different grades, but score reports display data only for a single subject and grade at a time. If a roster includes students from multiple grades, you will only see scores of those students in the roster who have taken the test you selected on the **Home Page Dashboard**.

How to Add a New Roster

In order for teachers to view their students' performance data, the students must belong to a roster associated with that teacher. Authorized users can create rosters of students associated with their school or corporation. Teachers cannot create rosters for other teachers.



Note: If a group of students has the same teacher for multiple subjects, that teacher can use the same roster to view their students' performance in each subject. However, if different teachers teach each subject to the same student group, then separate rosters should be created for each teacher.

To add a roster:

1. In the banner (see [Figure 7](#)), click **Add Rosters**. The **Add Rosters** page opens (see [Figure](#)).

Figure 31. Add Rosters Page

2. In the *Roster Information* panel, enter the necessary search criteria to search for students.

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3. *Optional:* From the *Test Settings and Tools Filters* panel, select values to further refine the search results:
 - a. To include the additional search criterion in the search, select it and click **Add**.
 - b. *Optional:* To delete an added search criterion, select it and click **Remove Selected**. To delete all additional search criteria, click **Remove All**.
4. Click **Search**. The list of retrieved students appears in the *Available Students* panel.
5. In the *Available* panel (see [Figure](#)), do the following:
 - a. In the *Roster Name* field, enter a name for the roster.
 - b. From the **Teacher Name** drop-down list, select a teacher or a school-level user.
 - c. *Optional:* To include former students in the **Add Roster** form, mark the **Current and Past Students** radio button. The *Available Students* list will include students who have left the selected school, while the *Selected Students* list will include students who have left the roster.
 - d. To add students, from the *Available Students* list, do one of the following:
 - To move one student to the roster, click **+** for that student.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then click **Add Selected**.
 - To move all the students in the *Available Students* list to the roster, click **Add All**.

Figure 32. Student Roster Panels

The screenshot displays two side-by-side panels for managing student rosters. The left panel, titled 'Available Students (0)', contains a table with columns for 'Add', 'Student Name', 'Grade', and 'STN'. It lists two students: Student D (Grade 03, STN 900105732) and Student E (Grade 03, STN 900105792). Below the table are buttons for 'Add All' and 'Add Selected'. The right panel, titled 'Selected Students (0)', contains a table with columns for 'Remove', 'Student Name', 'Grade', and 'STN'. It lists three students: Student A (Grade 03, STN 900105690), Student B (Grade 03, STN 900105720), and Student C (Grade 03, STN 900105672). Below the table are buttons for 'Remove All' and 'Remove Selected'. At the bottom center, there are buttons for 'Search', 'Save', and 'Cancel'.

- e. To remove students from the *Selected Students* list, do one of the following:
 - To remove one student from the roster, click **X** for the student.
 - To remove selected students from the roster, mark the checkboxes for the students you want to remove, then click **Remove Selected**.
 - To remove all the students from the roster, click **Remove All**.

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- Click **Save**, and in the affirmation dialog box click **Continue**.

How to Create Rosters Through File Uploads

If you have many rosters to create, you can perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

To upload rosters:

- In the banner (see [Figure 7](#)), click **Upload Rosters**. The **Upload Roster** page appears (see [Figure](#)).

Figure 33. Upload Roster Page

- On the **Upload Roster** page, click **Download Templates** and select the appropriate file type.
- Open the template file in a spreadsheet application.
- Using [Table 14](#) as a reference, fill out the template and save it.
- On the **Upload Roster** page, click **Browse** and select the file you created in the previous step.
- Click **Next**. The **Preview** page appears (see [Figure 24](#)). Use the file preview on this page to verify you uploaded the correct file.

Figure 24. File Upload Preview

Row Number	Corporation ID	School ID	Email address	Roster name	STN
1	9999	9999	me@email.org	Roster A	9999999989

- Click **Next** to validate the file. Any errors () or warnings () are displayed on the **Validate** page (see [Figure](#)).



Note: If a record contains an error, that record will not be included in the upload. If a record contains a warning, that record will be uploaded, but the field with the warning will be invalid.

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- *Optional:* Click the error and warning icons in the validation results to view the reason a field is invalid.
- *Optional:* Click **Download Validation Report** in the upper-right corner to view a PDF file listing the validation results for the upload file.

Figure 35. Validation Page

Upload Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

Download Validation Report

Review the validation results, then click **Continue with Upload**. [more info](#)

The number of errors in your file exceed what is allowed. You can resolve the errors by opening the Guidelines tab and using the valid values for each field.

Step 3: Validate

Legend: Error: The file can be uploaded, but this row will not be included. Warning: This field is invalid, but the row will be uploaded.

Enter search terms to filter search result

Row Number	Corporation ID	School ID	Email address	Roster name	STN
1	99	9999	me@email.org	Roster A	9999999999

Continue with Upload Upload Revised File Cancel



Note: If your file contains a large number of records, the ORS processes it offline and sends you a confirmation email when complete. While the ORS is validating the file, do not press **Cancel**, as ORS may have already started processing some of the records.

8. Do one of the following:

- Click **Continue with Upload**. The ORS commits those records that do not have errors.
- Click **Upload Revised File** to upload a different file. Follow the prompts on the **Upload Revised File** page to submit, validate, and commit the file.

The **Confirmation** page appears, displaying a message that summarizes how many records were committed and excluded.

9. *Optional:* To upload another roster file, click **Upload New File**.

[Table 14](#) provides the guidelines for filling out the Roster template that you can download from the **Upload Roster** page.

Table 14. Columns in the Rosters Upload File

Column Name	Description	Valid Values
Corporation ID*	Corporation associated with the roster.	Corporation ID that exists in TIDE. Up to 20 characters.

Column Name	Description	Valid Values
School ID*	School associated with the roster.	School ID that exists in TIDE. Up to 20 characters. Must be associated with the corporation ID. Can be blank when adding corporation-level rosters.
User Email ID*	Email address of the teacher associated with the roster.	Email address of a teacher existing in the ORS.
Roster Name*	Name of the roster.	Up to 20 characters.
STN*	Student's unique identifier within the corporation.	Up to 30 alphanumeric characters.
*Required field.		

How to View and Modify a Roster

Authorized users can view and modify rosters associated with their corporation or school.

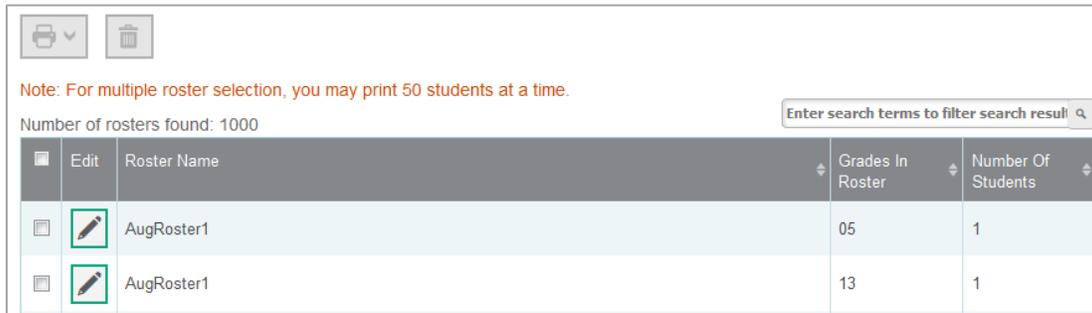
To view or modify a roster:

1. From the banner (see [Figure 7](#)), click **View Rosters**. The **View/Edit Rosters** page opens (see [Figure](#)).

Figure 36. View/Edit Rosters Page

2. In the *Search for Rosters to Edit* panel, enter the necessary search criteria to search for rosters.
3. Click **Search**. The list of retrieved rosters appears (see [Figure](#)).

Figure 37. Retrieved Rosters (Partial View)



Note: For multiple roster selection, you may print 50 students at a time.

Number of rosters found: 1000

Enter search terms to filter search result

	Edit	Roster Name	Grades In Roster	Number Of Students
<input type="checkbox"/>		AugRoster1	05	1
<input type="checkbox"/>		AugRoster1	13	1

4. *Optional:* To filter the retrieved rosters by keyword, enter a search term in the text box above the search results and click . The ORS displays only those rosters containing the entered value.
5. Click  for the roster whose details you want to view. The **Edit Roster** pop-up window opens. The pop-up window is similar to the page used to add rosters (see [Figure](#)).
6. You can change the roster's name and associated teacher as required.
7. To add students to the roster, do the following:
 - a. In the *Roster Information* panel, enter the necessary search criteria to search for students.
 - b. Click **Search**. The list of retrieved students appears in the *Available Students* panel.
 - c. From the *Available Students* list, do one of the following:
 - To move one student to the roster, click  for that student.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then click **Add Selected**.
 - To move all the students in the *Available Students* list to the roster, click **Add All**.
8. To remove students from the roster, from the *Selected Students* list, do one of the following:
 - To remove one student from the roster, click  for the student.
 - To remove selected students from the roster, mark the checkboxes for the students you want to remove, then click **Remove Selected**.
 - To remove all the students from the roster, click **Remove All**.
9. Click **Save**, and in the affirmation dialog box click **Continue**.

How to Delete a Roster

You can delete a roster if required. (This feature is not available for system-generated rosters.) The roster will be deleted from ORS and TIDE. Deleting a roster will not delete the student records in that roster.



Alert: This action cannot be undone. Use caution when deleting rosters.

To delete a roster:

1. In the banner (see [Figure 7](#)), click **Edit Rosters**. The **Edit Rosters** page opens (see [Figure](#)).
2. In the *Search for Rosters to Edit* panel, enter the necessary search criteria to search for rosters.
3. Click **Search**. The list of retrieved rosters appears (see [Figure](#)).
4. Select the rosters that you wish to delete:
 - Mark the checkbox next to each roster you wish to delete.
 - To select all records, mark the checkbox in the header row.
5. Click  above the table of retrieved rosters to delete the selected rosters.

How to Print a Roster

You can print one or more rosters.

To print a roster:

1. In the banner (see [Figure 7](#)), click **Edit Rosters**. The **Edit Rosters** page opens (see [Figure](#)).
2. In the *Search for Rosters to Edit* panel, enter the necessary search criteria to search for rosters.
3. Click **Search**. The list of retrieved rosters appears (see [Figure](#)).
4. Select the rosters that you wish to print. To select rosters, do one of the following:
 - Mark the checkbox next to each roster you wish to print.
 - To select all records, mark the checkbox in the header row.
5. Click  above the table of retrieved rosters to print the selected rosters.

Section VII. Searching for a Student's Score Reports

The ORS allows you to search for students by their STN or name. This is useful if you need to find a student's score reports but do not know the student's grade or school. You cannot view students who are not associated with you.

To search for students:

1. Verify that the radio button selected on the **Home Page Dashboard** page includes the student or students whose data you are searching for in the ORS.



Note: If the student you are looking for does not belong to the student population you selected on the **Home Page Dashboard**, the ORS cannot locate the student. You can click the **Change Your Selection** link on the **Search Students** window to return to the **Home Page Dashboard** and select a different student population. For more information, see [How to Define the Student Population](#).

2. In the banner (see [Figure 7](#)), click **Search Students**. The **Search Students** window opens.

Figure 38. Student Search Pop-up Window

3. From the **School Year** drop-down list, select the school year you want to limit your search to.
4. Enter the appropriate search criteria:
 - If searching for students by STN, enter up to 20 students' full STNs. If you are entering multiple queries, you must separate each one with a comma.
 - If searching for students by name, enter a student's exact first name, last name, or both in the text boxes provided. This option is not available for state-level user roles.
5. Click **Search**. If the search results in a match, the student's information appears on the **Student Search Results** page (see [Figure](#)).

Figure 39. Student Search Results Page

Last Name	First Name	Date of Birth	STN	School
Kyle	Selina	02/02/2002	9999999002	Demo School 1

ILEARN
 ILEARN ELA Grade 5
 ILEARN Mathematics Grade 5
 ILEARN Social Studies Grade 5

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6. To view the tests a student has taken, click **+** in the first column. The student row expands.
7. To view the student's ISR for a test, click the test name.
 - If you mark the checkbox beside a test name, it selects that test for printing. For information about printing ISRs directly from the student search results, see the section [How to Print ISRs from the Student Search Results Page](#).



Note: When selecting a test from a different administration than that selected on the **Home Page Dashboard**, you must confirm that you want to change test administrations.

For information about the ISR, see [Viewing Individual Student Reports \(ISR\)](#).

To return to the search results page, click **Back to search results**.

Appendix A. Printing Reports in the ORS

The **Print** tool in the banner (see [Figure 7](#)) allows you to print any report available in the ORS.



Alert: The Family Educational Rights and Privacy Act (FERPA) prohibits the release of any personally identifiable information. Printed reports and exported reports that contain personally identifiable student data must be securely stored or destroyed.



Tip: Depending on the report, you may need to set your print options to landscape or horizontal mode to accommodate the various columns in the report. To preview and adjust the scale of the content, use your browser's Print Preview feature.

How to Print a Report Page

1. From the banner, click **Print**. A print dialog window appears.

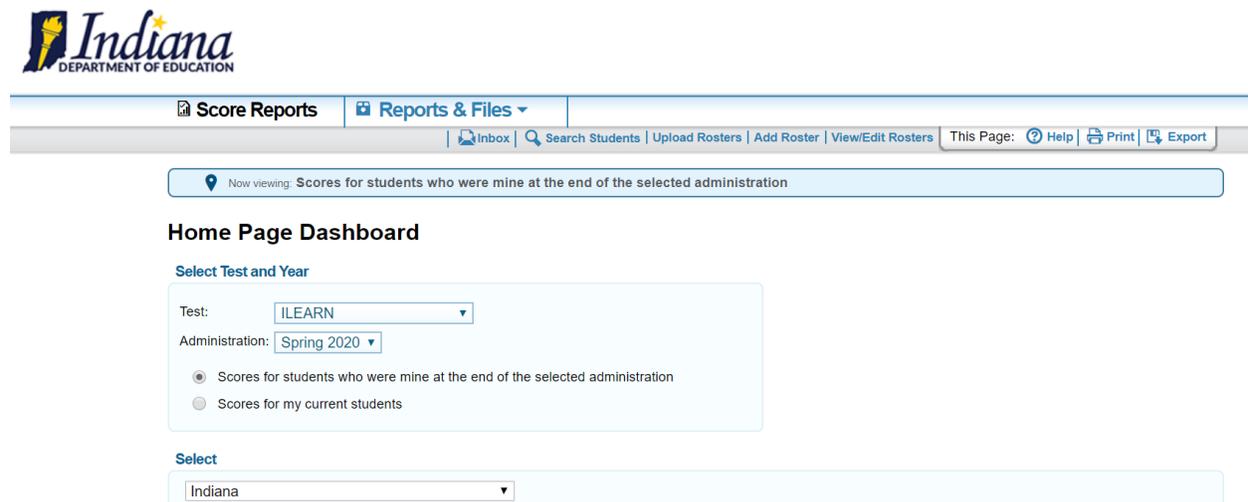


2. **Note:** When printing from the **Student Listing Report** page (see [Figure 19](#)), the **Individual Student Report** page (see [Figure 20](#)), or the **Student Search Results** page (see [Figure](#)), you must specify additional print options before printing.

3. From the print dialog window, select the required print settings.

4. Print the page. The printed report will include the data displayed on the page (see [Figure](#) for a sample printout of the **Home Page Dashboard**).

Figure 40. Printed Report: Home Page Dashboard



Printing Reports from the Student Listing Report Page

The **Print** tool on the **Student Listing Report** page (see [Figure 19](#)) opens a print pop-up window that allows you to do the following:

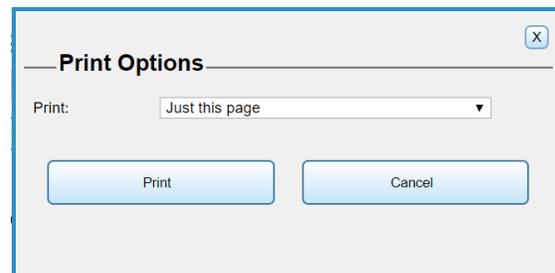
How to Print a Student Listing Report

You can print the data displayed on the **Student Listing Report** page.

To print the *Student Listing Report* page:

1. In the banner, click **Print**. The print pop-up window opens (see [Figure](#)).
2. From the **Print** drop-down list, select **Just this Page**.
3. Click **Print**. The print dialog window opens.

Figure 41. Student Listing Report Print Window



4. Specify the print settings and print the **Student Listing Report** page.

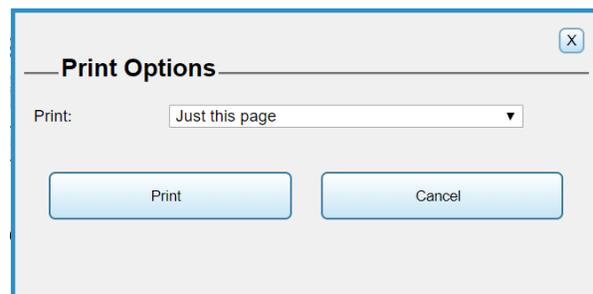
How to Print PDFs of ISRs from the Student Listing Report Page

On the **Student Listing Report**, you can use the **Print** tool to generate PDFs of individual student reports for all the students listed on the report.

To print PDFs of ISRs from the *Student Listing Report* page:

1. In the banner, click **Print**. The print options window opens (see [Figure](#)).
2. From the **Print** drop-down list, select **Just this page** or **Student Report for All Students in this Group**. Additional drop-down lists appear.
3. *Optional:* If the **Language** drop-down list is available, select the language in which you wish to print the reports.

Figure 42. Student Listing Report Print Options



4. From the **PDF Reports** drop-down list, select the type of PDF report you want to generate:
 - To generate individual PDFs for each ISR, select **One PDF per ISR in a zip file**.
 - To include all the ISRs in a single PDF file with each ISR listed on a separate page, select **Include all ISRs in a Single PDF**.
5. If the **PDF Type** drop-down list is available, select the level of detail you want to include:
 - **Simple ISR:** Includes the student's overall scale score, proficiency information, performance on reporting categories, and a cover page or one-page interpretive guide for understanding the ISR (if selected during the print options).

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6. Click **Print**. A message appears, indicating that you will be notified via email once the report is generated.
7. After receiving the email, click **Inbox** in the banner.
8. Locate the required file in the Inbox and click the file name to download it.

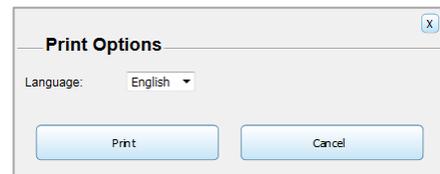
How to Print Reports from the Individual Student Report Page

The **Print** tool on the *Individual Student Report* page (see [Figure 20](#)) allows you to generate a PDF file of the student's ISR for the selected test opportunities.

To print reports from the Individual Student Report page:

1. In the banner, click **Print**. The print options window opens (see [Figure](#)).
2. If the **Language** drop-down list is available, select the language in which you wish to print the report.

Figure 43. ISR Print Options



3. If the **PDF Type** drop-down list is available, select the level of detail you want to include:
 - **Simple ISR:** Includes the student's overall performance table, barrel graph, comparison scores table, performance on reporting categories table, student's writing performance (if available), and a cover page or one-page interpretive guide for understanding the ISR (if available).
4. Click **Print**.

How to Print ISRs from the Student Search Results Page

You can print PDF files of a student's Individual Student Reports directly from the *Student Search Results* page (see [Figure](#)). You can either print a single Individual Student Report for a student or generate a Zip file of multiple Individual Student Reports for a single student.

To print Individual Student Reports for a student in the search results:

1. After performing a successful search, click **+** in the first column of the student whose Individual Student Report you wish to print.



Note: If there are multiple students listed in the search results, you can print Individual Student Reports for only one student at a time.

2. Mark the checkbox for each test whose Individual Student Reports you wish to print.
3. Click **Print Selected Tests** above the search results. The *Print Options* window appears.

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4. Select the required print options from the available drop-down lists (for descriptions of the available options, see the section [How to Print PDFs of ISRs from the Student Listing Report Page](#)).



Note: If you select multiple tests to print, and the ISRs for those tests have different print options, then the print options you select will apply only to the ISRs that support those options. For example, if you print 10 ISRs, of which only two support other languages, then the option you select from the **Language** menu will apply only to the two ISRs that support that setting.

If the language options are different for each test, and you choose an option that is not supported for all the selected tests, then any ISRs that do not support that option will print with the default option.

5. Click **Print**.

For more information about performing searches, see [Searching for a Student's Score Reports](#).

Appendix B. User Support

For additional information and assistance in using ORS, contact the Indiana Assessment Help Desk. The Help Desk is available Monday-Friday from 7 a.m. to 7 p.m. (ET) or as otherwise indicated on the Indiana Assessment Portal.

<p style="text-align: center;">Indiana Assessment Help Desk</p> <p style="text-align: center;">Toll-Free Phone Support: 1.866.298.4256</p> <p style="text-align: center;">Email Support: airindianahelpdesk@air.org</p> <p style="text-align: center;">Chat: https://indiana.portal.airast.org/chat.stml</p>

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the STN and associated corporation or school for that student. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages that appeared.
- Operating system and browser information, including version numbers (e.g., Windows 7 and Firefox 13 or Mac OS 10.7 and Safari 5).

Reporting Category	Writing
Content Connector	7.W.6.1e.a.1: Use simple, compound, complex, and compound-complex sentences within writing when appropriate.
IAS Standard	7.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence, fragment, run-on
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	Tier 1 The student will identify a simple sentence.
	Tier 2 The student will construct a simple sentence.
	Tier 3 The student will construct a compound or complex sentence.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.

Linguistic Complexity	To be determined after IDOE review	
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.	
Sample Item- Observation		
Tier 2	The student will be presented with a stimuli and asked to respond to the stimuli with a complete sentence. The response will be captured through an observational rubric. In this particular instance, the rubric may include:	
	0 Points	1 Point
	Student constructs: <ul style="list-style-type: none"> • Single word • Fragment 	Students constructs a complete sentence.

Reporting Category	Geometry and Measurement
Content Connector	MA.4.M.1.a.1: Measure length to nearest quarter-inch.
IAS Standard	MA.4.M.1: Measure length to the nearest quarter-inch, eighth-inch, and millimeter.
Content Limits	Limit rulers to a quarter-inch.
Allowable Stimulus Material	images of rulers; images of objects
Context	Context allowable
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	measure, length, ruler, quarter-inch
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	Tier 1 The student will measure to the nearest whole inch.
	Tier 2 The student will measure to the nearest half inch.
	Tier 3 The student will measure to nearest quarter inch.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Reference Tools	100s chart; 9x9 multiplication table

Sample Item		
Tier 2	Provide a familiar object to the student. Ask the student to measure the object to the nearest half-inch.	
	0 Points	1 Point
	The student <ul style="list-style-type: none"> • Is unable to measure the item. • Does not measure the item to the correct half-inch value. 	The student is able to correctly measure the item to the nearest half-inch.