ASSESSMENT DEVELOPMENT PRACTICES AND CLASSROOM ASSESSMENT PRACTICES

1

REVIEW INDIANA ACADEMIC STANDARDS

The Indiana Academic Standards define what students must know, understand, and be able to do.

Educators use standards as a basis for lesson planning.
Review the standards that students expect to master in the next unit and ensure that instruction, class activities, and formative assessments are aligned to them.

2

FORMALIZE TEST BLUEPRINT

In creating assessment blueprints, educators define essential content from the Indiana Academic Standards and assign priority to each standard and reporting category. Test blueprints contain the standards associated with each reporting category, standard and reporting category item allocations and percentages, and the range of total items possible on the assessment.

Educators can use test blueprints to prioritize instructional content.
Consider prioritized areas in the blueprint when determining approximately how much time to spend on each major concept in the next unit. On formative assessments, educators decide what to test and how to prioritize different concepts that will be covered.

3

DEVELOP ITEM SPECIFICATIONS

In developing item specifications, Indiana's educators determine the content limits, evidence statements, item types, and cognitive complexity that are appropriate for measuring each standard. Item specifications provide guidance to item writers and reviewers to ensure that items are aligned to the Indiana Academic Standards. Item specifications also serve as a resource to help educators understand the types of items and tasks that their students will encounter on statewide assessments.

Educators can use item specifications to guide classroom assignments and discussions.
When assigning projects or creating formative assessments, think about how students will provide evidence of mastery. Vary the cognitive complexity of different questions and tasks, and consider any content restraints based on the unit of study.

4

COMPLETE ITEM ACCEPTANCE REVIEW

Indiana educators review to ensure that test items are aligned to the Indiana Academic Standards.

Educators may audit their own items when creating classroom assessments.
When creating a quiz from a set of items provided in a curriculum, only include items that are aligned to the Indiana Academic Standards and the objectives of the lesson or unit.

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5

DEVELOP TEST ITEMS

Professional item writers use item specifications to create items that are aligned to and assess particular standards and reporting categories.

Educators can review released items and practice resources to assist local test development.
Educators can use resources like released items to better understand how certain standards are assessed. This also serves as a starting point when creating questions for classroom assessments that are aligned to these standards.

6

CONDUCT DATA REVIEW

Data review is typically led by educational measurement experts who work with Indiana educators to analyze item data from the field test. The objective is to determine if test items appropriately measure student mastery of the standard(s).

On locally-created assessments, educators may want to review how items are functioning.
When an educator administers a classroom assessment, they may consider whether the items are functioning as intended. If a large percentage of students respond incorrectly to the same item, it could mean that the students require review of that content area, or that there is an issue with the specific item.

7

SCORE OPEN-ENDED ITEMS

Trained Indiana educators apply well-defined rubrics to score open-ended test items.

Educators can apply knowledge and understanding of rubrics and hand-scoring criteria to inform instruction of standards.
Consider how student responses on various assessments will be scored when determining student proficiency on a particular Indiana Academic Standard.

8

CONDUCT STANDARD SETTING

During standard setting, educational measurement experts and Indiana educators review impact data to determine where proficiency is set and cut scores for each performance level. Indiana educators also review impact data and Performance Level Descriptors (PLDs) to determine where to set proficiency cut scores for each performance level.

Educators can use PLDs and proficiency cut scores within the classroom.
Educators can consider PLDs for a specific grade level and content area, along with other data, when planning instruction and promoting student progress from one proficiency level to the next.

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