

# Indiana OnTrack

## Indiana's State Assessment System

Indiana will develop an assessment system that is **student-centered** and provides meaningful and timely information to all stakeholders on both a student's on-grade **proficiency** level and **growth** toward Indiana's College and Career Ready standards.

“Are students on track for college and career readiness?”

IDOE Recommendations 10.11.16



### State Flexibility

- ◆ Eliminate IREAD-3
- ◆ Eliminate Social Studies test at grades 5 & 7
- ◆ Eliminate ACCUPLACER® at grades 11 & 12
- ◆ Graduation Qualifying Exam could be enhanced with completion of a College and Career Indicator aligned to the Indiana accountability system and successful state test completion noted on student transcript
- ◆ Reduce high stakes on educator evaluation

### Federal ESSA Flexibility

- ◆ 9-12 Reading/Math
- ◆ Reading vs. Language Arts
- ◆ Computer-Adaptive
- ◆ Reduce testing time & redundancy
- ◆ Reduce high stakes on educator evaluation

### Grades 9 - 12

- ◆ Grade 9 Algebra I ECA
- ◆ Grade 9 English ECA
- ◆ Grade 9 or 10 Science ECA (Biology)

### Grades 3 - 8

#### Reading and Math

- ◆ Student-centered & computer-adaptive
- ◆ Provides formative & summative data
- ◆ Allows Indiana to use NAEP as an additional indicator for student success in reading
  - ▶ Approach 1
    - Summative items embedded within each administration of the test (Fall, Winter, Spring) would be used to capture a summative rating.
    - Growth could be captured year-to-year and/or within the year.
  - ▶ Approach 2
    - Optional use of Fall and Winter test administrations to provide feedback regarding whether a student is on track to be proficient on the Spring test.
    - Spring test would be used for summative rating
    - Growth would be calculated from year-to-year

#### Science

- ◆ Grades 4 & 6 in spring only
- ◆ No open-ended items

#### Writing

- ◆ Grades 5, 7 or 8 in spring only with focus on Civics
- ◆ Open-ended



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The General Assembly enumerated six areas that the ISTEP Replacement shall consider:

1. Consider use of **existing tests** or components of portions of existing tests other than the ISTEP program, as well as **new testing approaches**.
2. Consider **reducing the testing time** while maintaining assessment integrity. IDOE Recommendations will reduce testing time by an estimated **8.1 hours**.
3. Consider **reducing the costs** associated with the administration of a statewide assessment. IDOE Recommendations will reduce cost by an estimated **\$12,250,000 or more**.
4. Consider test **transparency and fairness** to schools, teachers, and students.
5. Consider the requirements of **ESSA**, including new school accountability metrics based on multiple measurements.
6. Consider how student **test performance affects teacher evaluations**.

IDOE Recommendations	Use Existing Tests/ New Testing Approaches	Reduce Testing Time	Reduced Cost	Transparency & Fairness	ESSA Flexibility	Test performance Affecting Teacher Evaluations
In Grades 3 - 8, assess only <b>Reading and Math</b> at grades 3-8 Fall, Winter, Spring <ul style="list-style-type: none"> <li>• Student-centered &amp; computer-adaptive</li> <li>• Provides both formative and summative data</li> <li>• Use NAEP as an additional indicator for student success</li> </ul>	<ul style="list-style-type: none"> <li>• Use portions of existing computer-adaptive test</li> <li>• New approach to give both formative and summative information</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 hours less per student</li> <li>• Adaptive testing design may result in reduction of individual testing time as the assessment adjusts to student performance</li> </ul>	<ul style="list-style-type: none"> <li>• Savings: \$4.3 million by removal of Part 1 testing in math, reading, writing, and Part 2 Language Arts</li> <li>• Reduces cost of funding both formative and summative tests</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly immediate preliminary results to inform teaching and learning</li> <li>• Reduced time for summative results/reporting</li> <li>• Positive individual testing approach to assess both performance and growth over the year rather than pass/fail</li> </ul>	<ul style="list-style-type: none"> <li>• Strong correlation of reading to college &amp; career readiness</li> <li>• Use flexibility to assess throughout the year to calculate a summative rating</li> <li>• Reduce time on tests</li> </ul>	
In Grades 3 - 8, assess open-ended <b>Writing</b> only at grades 5, 7 or 8 in a fixed form during the Spring	<ul style="list-style-type: none"> <li>• Acceptable approach to test writing at interval grade levels rather than at all grade levels</li> <li>• Consider using Social Studies civic content as focus for writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 55 minutes less per student</li> <li>• Less frequent testing reduces student time and results/reporting time</li> </ul>	<ul style="list-style-type: none"> <li>• Savings: \$2.1 million due to fewer grade levels tested and reduced cost of open-ended scoring, allowing the state to afford automatic re-scoring for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for automatic rescoring of all items</li> <li>• Continue to assess on track college and career readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable approach to test writing at interval grade levels rather than at all grade levels</li> </ul>	

IDOE Recommendations	Use Existing Tests/ New Testing Approaches	Reduce Testing time	Reduce Cost	Transparency & Fairness	ESSA Flexibility	Test Performance Affecting Teacher Evaluations
In Grades 3 - 8, assess <b>Science</b> at grades 4 and 6 in a fixed form with no applied skills portion during the Spring		<ul style="list-style-type: none"> <li>• 30 minutes less per student</li> </ul>	<ul style="list-style-type: none"> <li>• Savings: \$1.1 million due to no open-ended items and no re-scoring costs</li> </ul>			
In Grades 9 - 12, utilize end-of-course assessments to test: <ul style="list-style-type: none"> <li>✦ Algebra I at Grade 9</li> <li>✦ English at Grade 9</li> <li>✦ Science (Biology) at Grade 9 or 10</li> </ul>	<ul style="list-style-type: none"> <li>• Use familiar ECA approach that allows schools to design student interventions</li> </ul>			<ul style="list-style-type: none"> <li>• Fairness to students since it allows science content exam when students take Biology at either grade 9 or 10</li> </ul>	<ul style="list-style-type: none"> <li>• Use flexibility to assess at grade 9</li> <li>• Department would seek USED guidance to assess when students take Biology – grade 9 or 10</li> </ul>	
Eliminate IREAD-3 test and rewrite SBOE rule to utilize Indiana OnTrack reading testing and to focus on intervention rather than costly high stakes of retention		<ul style="list-style-type: none"> <li>• 1.25 hours less per student because reading would already be assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Savings: \$3.2 million</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> grade students experience too many tests for their developmental age and first year of state assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce testing redundancy and time on tests</li> </ul>	
Eliminate Social Studies test		<ul style="list-style-type: none"> <li>• 1.5 hours less per student</li> </ul>	<ul style="list-style-type: none"> <li>• Savings: \$1.25 million.</li> </ul>		<ul style="list-style-type: none"> <li>• Social Studies not required</li> </ul>	
Eliminate ACCUPLACER® at grades 11 & 12		<ul style="list-style-type: none"> <li>• 2 hours less per student because math and reading would already be assessed to identify student remediation needs</li> </ul>	<ul style="list-style-type: none"> <li>• Savings: \$300,000</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 9 ECAs will identify remediation needs – retakes through grade 12 for GQE</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce testing redundancy and time on tests</li> </ul>	
Graduation Qualifying Exam enhanced with completion of a College & Career Indicator aligned to the Indiana accountability system and successful state test completion noted on student transcript				<ul style="list-style-type: none"> <li>• Increase the level of college &amp; career readiness expectations</li> </ul>		
Revise state law and SBOE rule to mandate that local evaluation systems place an emphasis in the rubric on <u>how</u> teachers use data from <u>multiple</u> forms of assessment, including informal, teacher-constructed, and standardized assessments to inform instruction and measure student growth				<ul style="list-style-type: none"> <li>• Reduces student and teacher testing stress and high stakes</li> </ul>	<ul style="list-style-type: none"> <li>• Under ESSA, the federal government is prohibited from suggesting that states link state student assessment and teacher evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• ISTEP Replacement Panel's vision of state assessment system does not include use of student tests to measure teacher evaluation</li> </ul>