



LEGISLATIVE GUIDANCE: ASSESSMENTS

IC 20-28-11.5

Objective measures of student achievement and growth should significantly inform the evaluation. The objective measures must include:

- (A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
- (B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
- (C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

Regulations 511 IAC 10-6-4 Evaluation Measures

(a) Measures to be used shall include the following:

- (1) Measures provided by the department based on student achievement and/or growth on statewide assessments
- (2) Measures based on other assessments developed or procured by a school corporation for the purpose of showing student growth and/or achievement. The department will issue guidance to assist corporations in identifying and developing assessments, which may include commercially available or locally developed assessments, performance tasks, portfolios, or other measures of student growth and achievement.
- (3) Measures closely aligned with content standards, as applicable, to reflect ambitious learning goals and proportional representation of content.

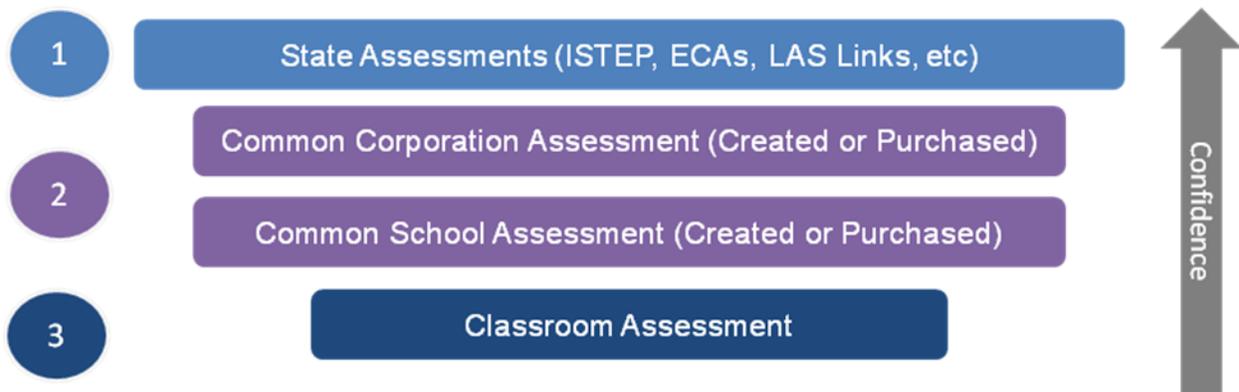
(b) Selection and Weight of Measures. The use and weighting of student measures shall directly relate the assessments that most accurately measure student learning according to the following priority:

- (1) Where a mandatory state assessment exists, a school corporation must use it as a measure of student learning. If that state assessment provides individual growth model data, the school corporation must use it as that teacher's primary measure of student learning.
- (2) Where a state assessment does not exist, an assessment developed or procured by a corporation that is used for common grades or subjects shall be used as a measure of student learning.
- (3) Only when there is no state, corporation or school assessment shall a school corporation utilize class-specific, teacher-created assessments as a measure of student learning for evaluation purposes.
- (4) Corporations may use multiple student learning measures. If corporations choose to use multiple sources of data, the primary measure will carry the most weight in relation to the other student learning measures.

SELECTION OF MEASURES

The first step in measuring student learning is to ensure quality assessments of learning exist in every grade and subject. The term “assessment” can refer to a traditional computer-based or paper-and-pencil test, but can also refer to projects or performance-based assessments of student learning. With broad guidelines in statute and in regulations, districts have great flexibility in selecting and weighting the assessments they will use to measure student learning in staff performance evaluations.

When selecting assessments for teachers in different grades and subjects, districts should consider the confidence they have in the assessment’s ability to effectively measure students’ learning. The diagram below is meant to help guide districts to select assessments. As the arrow indicates, confidence in the assessment increases with the likelihood of strong alignment to standards, the rigor of test questions and the extent to which assessments are common across classrooms.



To the extent possible, corporations should use assessments labeled “1,” due to the high level of confidence and “alignment” in these exams to Indiana Academic Standards. State exams, such as ISTEP++, ECAs, and LAS Links, have been created and vetted by experts and are administered across a large population of students. These assessments have the necessary alignment, rigor, and format—and they are high quality exams. For grade levels and content areas where these assessments are available, they should be used.

Because not all grade level or content areas have state assessments, corporations or schools may opt to create or purchase common subject-area assessments, labeled in the inverted pyramid with a “2.” If assessments are created at the corporation or school level, careful attention must be paid to ensuring test questions align to course content standards and test questions are appropriately rigorous (test higher levels of thinking, etc). Involving multiple teachers and administrators in the creation, administration and analysis of corporation-created assessments can minimize issues regarding quality and security.

Wherever there is more than one teacher in a corporation teaching the same grade and subject, these teachers should work together to procure or develop a common assessment. However, it is possible school corporations may only have one teacher who instructs a content area, such as a Chemistry teacher who teaches all chemistry classes in the corporation. In this case, an individual teacher-created

exam is likely to be used, labeled in the inverted pyramid with a “3”; however, this teacher still may find it valuable to work on this assessment with other science teachers in the building who are familiar with the content or students. Again, corporations will want to ensure these teacher-created exams are aligned with course content standards and include appropriately rigorous test questions. Administrators may need to play a more active role in supporting this assessment development and refinement. Small corporations may also consider working together to create a shared body of common assessments.

Corporations must first assess what types of assessments exist for each grade and subject. Regardless of whether or not your district chooses to use RISE, there is an [assessment matrix](#) on the resources page of the RISE website that will help you to determine and keep track of the best available assessments for all teachers in a school or corporation. Although common assessments are not expected to exist currently for all subjects, the goal should be to eventually create or purchase assessments that move each teacher up the pyramid. When creating an assessment, teachers, administrators, and corporations want to work to ensure assessments meet the following criteria:

- **Alignment and Stretch.** The assessment covers most key subject/grade-level content standards (alignment) and, where appropriate, assesses pre-requisite objectives from prior years and objectives from the next year/course (stretch).
- **Rigor and Complexity.** The assessment’s items, tasks, and rubrics are appropriately challenging for the grade-level/course (rigor) and include items or tasks that require critical thinking and deep levels of student understanding (complexity). Consider using a common framework, such as Bloom’s Taxonomy, to ensure for higher level thinking questions.
- **Format captures true mastery.** The assessment is written clearly, is feasible in the amount of time allotted, is free from bias, has specific scoring guidelines or rubrics that articulate what students are expected to know and do, and differentiates between levels of knowledge/mastery.

MANDATED ASSESSMENTS

Mandatory state assessments are highlighted on the next page in red. These assessments, as outlined in regulations, must be used to inform a teacher’s evaluation. When the assessment below provides growth model data (ISTEP+ grades 4-8 ELA/Math), this data must be weighted more than any other measure of student learning.

MANDATED ASSESSMENTS						
	ELA	Math	Science	Social Studies	ELL	Sp. Ed.
K					LAS Links	
1					LAS Links	
2					LAS Links	
3	ISTEP+	ISTEP+			LAS Links	
4	ISTEP+	ISTEP+	ISTEP+		LAS Links	
5	ISTEP+	ISTEP+		ISTEP+	LAS Links	
6	ISTEP+	ISTEP+	ISTEP+		LAS Links	
7	ISTEP+	ISTEP+		ISTEP+	LAS Links	
8	ISTEP+	ISTEP+			LAS Links	
9		Algebra I	Biology I		LAS Links	
10	English 10				LAS Links	

While third grade teachers are required by the state to administer both ISTEP+ and IREAD-3, the state does not mandate districts incorporate BOTH assessments into teacher evaluation. Especially during the first few years of IREAD-3 administration, corporations should use ISTEP+ for measuring student learning in grade 3, as it more accurately reflects all content standards. Third grade teachers give both the ELA and Math ISTEP+ assessments. Whether or not to use ELA ISTEP+, Math ISTEP+, or both for measures of student learning is a corporation decision. However, this may be influenced by the fact that starting in grade 4—where growth model data is available—teachers will be evaluated on BOTH ELA and Math in classrooms where both subjects are taught.

NOTE: For middle school Algebra 1 teachers, ECA or growth model data will be available for evaluation purposes. Only one measure must be used, and it is recommended local districts decide what is most appropriate in terms of the instructional content of the class. A teacher could elect to use both sources of data, or one or the other. If the teacher decides that Algebra 1 is more closely aligned with the content of their class, they do not have to use growth model data from ISTEP+ Math.

Although IMAST and ISTAR are mandated state tests, they are not mandated for use with teacher evaluation. For more information, see the section on Special Education below.

OPTIONAL STATE ASSESSMENTS

Optional state assessments are highlighted below in yellow. These assessments may be used as part of evaluation if administered in your corporation. The decision to use them or not is made locally by corporations. No assessment below is mandated by the state for use in teacher evaluation.

Please note: Extra consideration should be given to using the use of formative measures (mClass and Acuity Diagnostic). Formative assessments are used for the purpose of measuring student progress on a particular skill or content area. The results from such assessments are used to change or enhance instruction in order to ensure mastery of skill or content. The formative nature of the assessment is altered when data are used for evaluation purposes, and this can influence the way teachers prepare for and administer these tests. For this reason, **when Acuity is used for evaluation purposes, the Predictive Acuity is recommended instead of the Diagnostic Acuity. ISTEP+ should be used as a primary measure rather than Acuity wherever both are administered.**

OPTIONAL STATE ASSESSMENTS						
	ELA	Math	Science	Social Studies	ELL	Sp. Ed.
K	mCLASS	mCLASS				
1	mCLASS	mCLASS				
2	mCLASS	mCLASS				
3	Acuity	Acuity	Acuity	Acuity		
4	Acuity	Acuity	Acuity	Acuity		
5	Acuity	Acuity	Acuity	Acuity		
6	Acuity	Acuity	Acuity	Acuity		
7	Acuity	Acuity	Acuity	Acuity		
8	Acuity	Acuity	Acuity	Acuity		
9		Acuity - Algebra I				
10						

Additionally, to expand the coverage of subjects using quality assessments, the state is working to make Indiana course-aligned assessments available in many Core 40 Graduation Requirement content areas. The assessment and curriculum teams are currently working on the alignment and rigor of these optional exams.

The Indiana course-aligned assessments are end-of-course assessments and will cover the following subjects:

New Optional Assessments – High Schools (with Indiana course aligned state assessments)	
English	Eng9 Eng11 Eng12
Math	Alg. II Geometry Pre-Calculus*
Science	Chemistry I Physics I Integrated Chemistry-Physics Anatomy/Physiology* Earth Space Science*
History	U.S. History U.S. Government Economics World History/Civilization World Geography*

* Indicates that course-aligned assessment exists, but course is not mandatory for Core 40 Graduation Requirements

USE OF “OFF-THE-SHELF” ASSESSMENTS

As schools determine which assessments to use to meet the objective data requirement of IC 20-28-11.5, purchased “off-the-shelf” or already created, pre-packaged assessments can be incorporated if available. Examples include AP, ACT/SAT, NWEA MAP, etc. Some off-the-shelf assessments may be more suited to measuring student learning for evaluation purposes than others. It is recommended the assessment’s suitability for establishing a student’s degree of proficiency or amount of growth be discussed with the vendor. Some general issues to consider when using these assessments include the following:

- Timing of assessment administration and return of assessment data. Student progress should be measured from the beginning of the year to the end of the year.
- Alignment to Indiana Academic Standards or the Common Core State Standards.
- Cost and who bears it. If students must pay to take the exam, all students may not be tested. To be accurate, a measure needs to account for an entire class.
- Assignment of test results to individual teachers. With some assessments, such as college readiness assessments, it may be difficult to assign student outcomes to a single, specific content area or teacher. Where this is the case, you may instead consider creating an additional school-wide learning measure if you feel all teachers in the school should work together to ensure student learning outcomes on the assessment.

- Determining growth on a norm-referenced scale.
- Available accommodations and modifications for students with special needs. Schools should discuss this issue with the vendor.

ASSESSMENTS FOR NON-TRADITIONAL CLASSROOM TEACHERS

Special Education

Linking student data to special education teachers can sometimes be done differently than for a general education classroom teacher; however, there are many ways to include student data for these teachers. First, corporations will want to consider the way in which the Special Education teacher provides services to students with disabilities.

Consider the following guidance for Special Education teachers in different teaching scenarios (Note: These are suggestions, not rules. Ultimately, your corporation needs to decide what works best for your particular teachers and students.)

- Use growth model data or traditional classroom measures of student learning: e.g. special education teachers who are supporting students in the general education classroom and co-teaching or doing pull-out work with a case load of students that directly relates to the subject/assessment being used in the general education classroom
- Use appropriate or relevant IEP goals to track student progress: e.g. Special Education teachers who work outside the general education classroom or work with students who have more intensive or low incidence populations or severe disabilities

Use a different method or measure of assessment (purchased or created by teacher/school/corporation): e.g. Special Education teachers who may instruct students in a self-contained classroom or have specific skills/competencies they wish to use for assessing student learning. The Department of Education discourages the use of the ISTAR assessment for evaluation purposes. The kinds of challenges faced by students with severe disabilities, by nature, can have a more severe impact on their assessment performance. For these students, consider using an alternative measure, unique to given student needs, for measuring student learning. IMAST may be used, but caution should be taken to provide flexibility for students who may regress due to factors unrelated to teacher performance.

Media Specialists, Interventionists, Coaches, etc.

For other staff that may not have traditional classroom responsibilities for students, such as media specialists or instructional coaches, the methods for including of student data in teacher evaluation may vary. Corporations should make these decisions and clearly communicate them to all schools in the corporation. There are two considerations to think about while making these decisions.

- Corporations should identify the population of students most influenced by a staff member.
- Corporations should carefully consider the job descriptions of staff members. How do their roles affect student learning in your corporation? After answering this question, decide the best way to measure that particular type of student learning. This could be through a traditional assessment, project, or perhaps by using a school-wide learning measure associated with the job responsibilities of that individual.

Arts, P.E., Music, Career and Technical Education, and other specialists

Attached you will find assessment matrices from Indiana teachers in “non-traditionally” assessed content areas, such as visual art, music and career and technical education. The matrices have been aligned with the types of assessments available, from teacher-created assessments to national assessments. Each matrix is organized based on the confidence of the assessments available.

These matrices can serve teachers who are determining what resources, funding and instructional time may be available when selecting methods of assessment. Administrators should use these matrices as a starting point when discussing assessment with these content area teachers. As teachers are asked to incorporate student data to prove effectiveness, these matrices should allow for a collaborative conversation between teachers and administrators.