



# Understanding Indiana's Alternate Measure (I AM)

Webinar



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# Agenda

- What Is I AM?
- Participation Criteria
- Summary of I AM Assessments
- What's New for 2020–2021
- Guiding Principles of Indiana's System of Assessments
- A Sneak Peek of I AM
- Key Features of the Alternate Assessment
- Resources for Educators
- I AM Training Information



# What is I AM?—Overview

- Built with input from Indiana educators at each stage of the development process
- Accessible assessments tailored to students' needs
- Designed to measure Indiana's Alternate Academic Standards, or Content Connectors
- Stage-adaptive for all content areas



# Participation Criteria for I AM

Students must meet four participation criteria determined by the Case Conference Committee to be eligible to participate in the alternate assessment.

Participation Criteria
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 Individual Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).

<https://www.doe.in.gov/assessment/iam>



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# Summary of I AM Assessments

Subject	Test Type	Grade(s)
I AM English/ Language Arts	Stage-Adaptive	Grades 3–8 and 10
I AM Mathematics	Stage-Adaptive	Grades 3–8 and 10
I AM Science	Stage-Adaptive	Grades 4, 6, and high school
I AM Social Studies	Stage-Adaptive	Grade 5

Testing Window: April 5, 2021–May 14, 2021



# What Is New for 2020-2021?

## Test Information Distribution Engine (TIDE) Updates

- Learner Characteristics Inventory (LCI) completion for students can be tracked under Plan and Manage Testing.
- The No Mode of Communication confirmation for STCs was removed.
- A Co-op user role is available in TIDE and in ORS.



# What Is New for 2020–2021?

## Test Administration Updates

- Practice items are embedded in each operational assessment and will not display as a separate test.
- Students and TAs will access a cover page after question 5, where the TA will receive clarifying instructions for ending the test for students with No Mode of Communication.
- The TA is now required to approve students entering Part 2 to prevent test completion in a single day.
- The length of each I AM assessment was reduced to a maximum of 38 items, including field-test items.
- Voice pack guidance for text-to-speech is available in the Assistive Technology Guide, located in the I AM Portal.



# What Is New for 2020-2021?

## Training Updates

- Educators no longer need to attend an in-person training.
- First-year test administrators are required to attend a 30-minute webinar hosted by IDOE and CAI.
- Q&A sessions will be available to all I AM TAs prior to the operational window.
- All test administrators must participate in the online I AM TA Certification Course in order to be certified to administer the alternate assessment.
- In TIDE, TAs, STCs, and CTCs are able to confirm whether a TA is certified to administer ILEARN/IREAD-3/ISTEP+ or I AM.

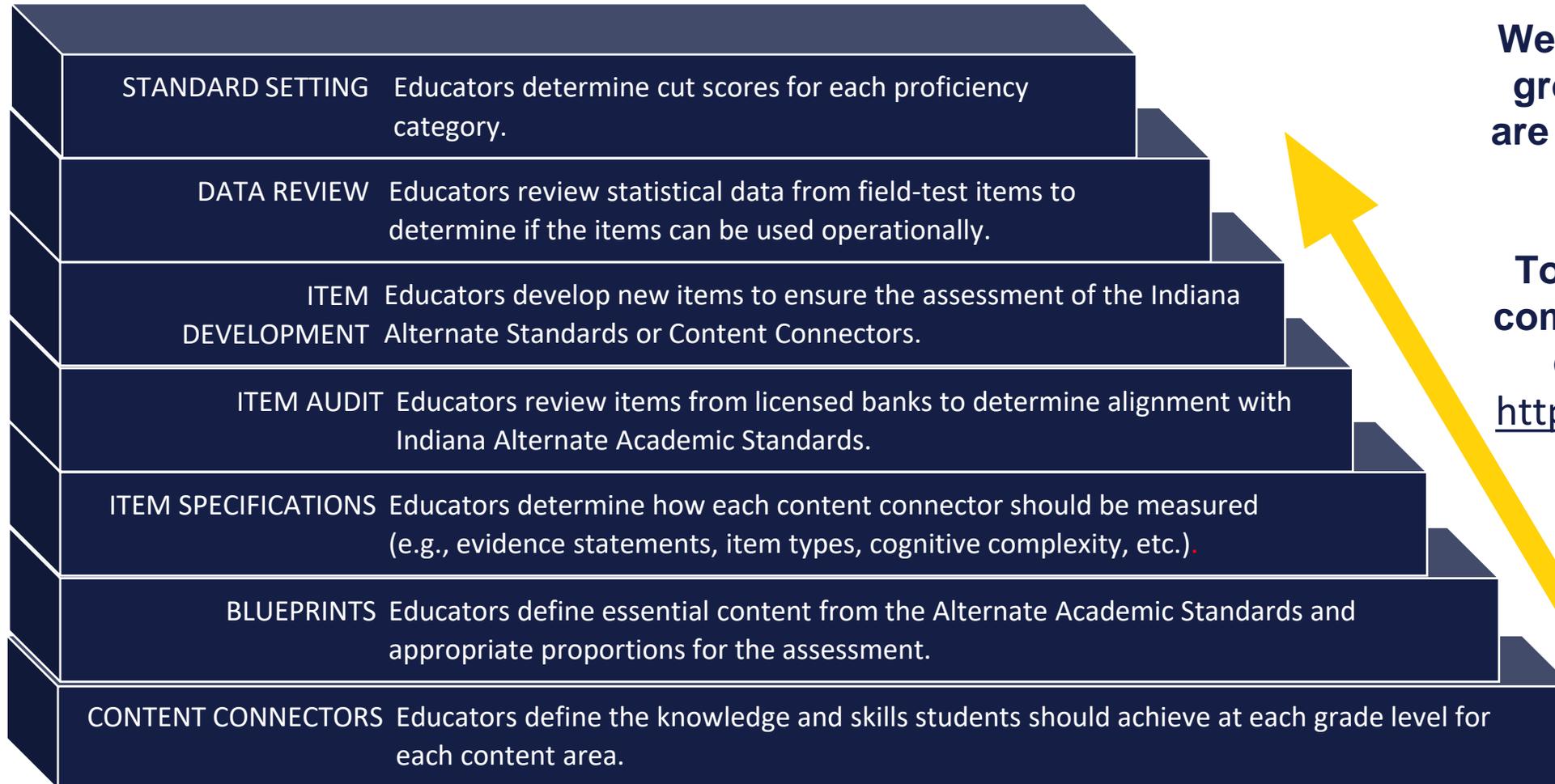


# Guiding Principles of Indiana's Assessment Systems

# Five Guiding Principles



# Transparent: Educator Involvement in the Assessment-Building Process



**We have built I AM from the ground up, and educators are involved in every step of the process!**

**To participate in educator committee meetings, please complete this survey:**

**<https://form.jotform.com/91704000075949>**



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# Student-Centered and Accessible

- The technology platform is accessible to virtually all students, featuring:
  - the widest range of accessibility tools and accommodations available in the industry;
  - item specifications that include accessibility requirements; and
  - multiple-choice and technology-enhanced items.



# Technically Sound

- I AM assessment data are both valid and reliable.
- Validity: Does the assessment measure what it is supposed to measure?
- Reliability: Does the assessment produce stable and consistent results?



# Indiana-Aligned

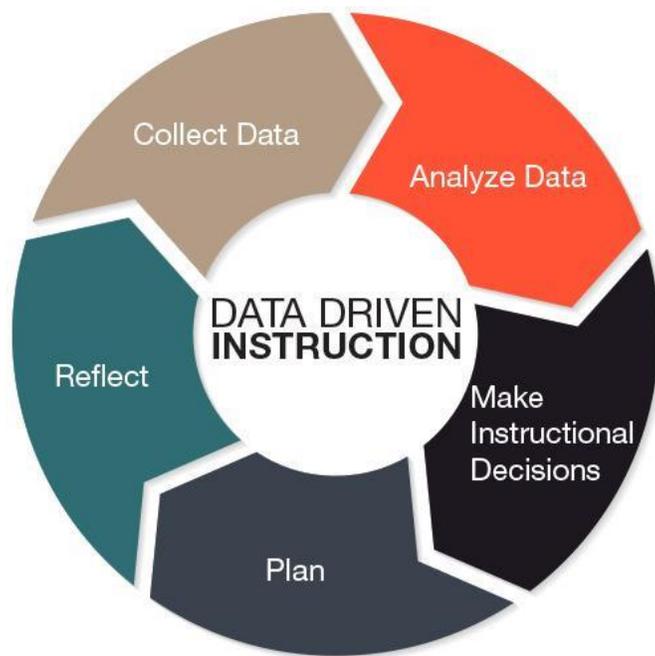
The items on the I AM tests assess **cognitively complex content** and are **aligned to Indiana's Alternate Academic Standards, the Content Connectors.**



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# Evidence-Based

Indiana's assessment system will yield actionable data to help teachers in the classroom.



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# A Sneak Peek at I AM

# I AM Portal



**I AM**  
Indiana's Alternate Measure



Students and Families



Test Administrators and Educators



Test Coordinators



Technology Coordinators



## Recent Announcements

- **April 10, 2020 – Official Support Granted for Windows 10 1507–1909**

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*Added April 9, 2020*

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The LCI Window is currently delayed and will not open as expected on Friday, March 20. IDOE is awaiting guidance regarding upcoming assessment windows and will alert the field once additional information is available.

*Added March 19, 2020*

## Welcome!

This site demonstrates the features that are available on the Portals created by CAI to access the assessment systems.



Secure Browsers



Important Dates



Resources



Released Items Repository



Indiana Department of Education



Released Items Repository Test Administration



TIDE



Test Administration



Released Items Repository



Assessment Literacy Resources



Educator Resources



Online Reporting System



Learner Characteristics Inventory (LCI)



Inbox



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# IDOE Website

## Indiana's Alternate Measure

Indiana's Alternate Measure (IAM) measures student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. IAM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and high school. It assesses:

- English/Language Arts (Grades 3-8 and 10)
- Mathematics (Grades 3-8 and 10)
- Science (Grades 4, 6, and Biology)
- Social Studies (Grade 5)



Note: While final policies related to high school are defined, Grade 10 will be assessed through cohort 2022.

CLICK EITHER BOX BELOW

### For Families

Discover the test that your child is taking, understand your test results, and find resources to support your child's success.

### For Educators

Discover the test that your students are taking, find resources to assist in classroom instruction and assessment, and understand policies related to state-wide testing.

## Participation

A Case Conference Committee may determine that IAM is the most appropriate assessment utilizing the criteria for determining eligibility to participate. More information regarding participation in the alternate assessment can be found below.

- [Participation Guidance](#)
- [Participation FAQ](#)
- [Participation Flowchart](#)

## Blueprints

Blueprints define the essential content that will be measured by the assessment. Indiana educator committees, in collaboration with content experts, created the blueprints for IAM. The resource found [here](#) explains how to understand and use the IAM blueprints to support instructions.

- [Understanding and Using Test Blueprints](#) (Moodle Course)

## I AM Blueprints

Mathematics	English Language Arts	Science	Social Studies
<a href="#">Grade 3</a>	<a href="#">Grade 3</a>		
<a href="#">Grade 4</a>	<a href="#">Grade 4</a>	<a href="#">Grade 4</a>	
<a href="#">Grade 5</a>	<a href="#">Grade 5</a>		<a href="#">Grade 5</a>
<a href="#">Grade 6</a>	<a href="#">Grade 6</a>	<a href="#">Grade 6</a>	
<a href="#">Grade 7</a>	<a href="#">Grade 7</a>		
<a href="#">Grade 8</a>	<a href="#">Grade 8</a>		
<a href="#">Grade 10</a>	<a href="#">Grade 10</a>	<a href="#">Biology</a>	

## I AM Item Specifications

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
English/Language Arts	<a href="#">ELA Grade 3</a>	<a href="#">ELA Grade 4</a>	<a href="#">ELA Grade 5</a>	<a href="#">ELA Grade 6</a>	<a href="#">ELA Grade 7</a>	<a href="#">ELA Grade 8</a>	<a href="#">ELA Grade 10</a>
Mathematics	<a href="#">Math Grade 3</a>	<a href="#">Math Grade 4</a>	<a href="#">Math Grade 5</a>	<a href="#">Math Grade 6</a>	<a href="#">Math Grade 7</a>	<a href="#">Math Grade 8</a>	<a href="#">Math Grade 10</a>
Science		<a href="#">Science Grade 4</a>		<a href="#">Science Grade 6</a>			<a href="#">Science Biology</a>
Social Studies			<a href="#">Social Studies Grade 5</a>				

## Range PLDs

The Indiana Department of Education (IDOE) enlisted Indiana educators to develop Range PLDs for the IAM assessment. The IAM Range PLDs are content-specific statements that reflect the varying degrees to which students may demonstrate proficiency on grade-level Content Connectors assessed on the upcoming IAM assessment. IDOE will use the IAM Range PLDs to inform item development and standard setting, while Indiana educators are welcome to use them to help inform instructional practices.

- [IAM Range Policy Level Descriptors](#)

Mathematics	English/Language Arts	Science	Social Studies
<a href="#">Grade 3</a>	<a href="#">Grade 3</a>		
<a href="#">Grade 4</a>	<a href="#">Grade 4</a>	<a href="#">Grade 4</a>	
<a href="#">Grade 5</a>	<a href="#">Grade 5</a>		<a href="#">Grade 5</a>
<a href="#">Grade 6</a>	<a href="#">Grade 6</a>	<a href="#">Grade 6</a>	
<a href="#">Grade 7</a>	<a href="#">Grade 7</a>		
<a href="#">Grade 8</a>	<a href="#">Grade 8</a>		
<a href="#">Grade 10</a>	<a href="#">Grade 10</a>	<a href="#">Biology</a>	



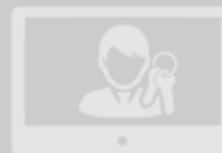
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Released Items  
Repository Test  
Administration



TIDE



*Closed*  
Test Administration



Released Items  
Repository



*Closed*  
Test Administrator  
Certification



Test Administrator  
and Educator  
Resources



Online Reporting  
System



*Closed*  
Learner  
Characteristics  
Inventory (LCI) 



Inbox



*Closed*  
I AM Q & A Session  
Registration

# I AM Online Systems



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# Test Information Distribution Engine

The screenshot displays the Test Information Distribution Engine interface. At the top left is the Indiana Department of Education logo. The top right shows the user information: "Administration: Indiana 2020-21 | User: DemoUser, State (STATE)" and navigation links for "Help", "Inbox", "Manage Account", and "Log Out". A search bar labeled "Student ID/User Email" is located in the top right corner of the main content area.

The interface is divided into three vertical panels:

- Preparing for Testing (Orange Panel):** Contains a large icon of a person with a gear. Below it are four menu items: "Users", "Students", "Rosters", and "Test Settings and Tools", each with a dropdown arrow.
- Administering Tests (Green Panel):** Contains a large icon of a person at a computer. Below it are three menu items: "Monitoring Test Progress", "Irregularities", and "Print Student Access Cards", each with a dropdown arrow.
- After Testing (Blue Panel):** Contains a large icon of a document with a gear. Below it is one menu item: "Data Cleanup" with a dropdown arrow.



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# A Fully Integrated Online Testing Platform

- The online test delivery system platform can handle high volumes of students taking tests without throttling bandwidth.
- The system is cloud-based and has a long track record of protecting student data.
  - Data is not lost in the event of a power outage or if a student unplugs a machine.
- The system works on both older desktops and the newest devices.

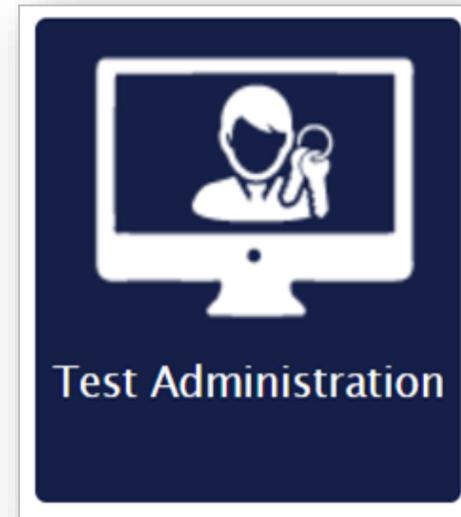


# Test Delivery System

- The TDS is made up of the TA Interface and the Student Interface, accessed from the Secure Browser.
- TA Interface is used to manage online test sessions.



Indiana Secure Browser



# Released Items Repository

Home ▾ Users ▾ Resources ▾ Supported Browsers Register for email updates

 **I AM**  
Indiana's Alternate Measure

 **Students and Families**

 **Test Administrators and Educators**

 **Test Coordinators**

 **Technology Coordinators**

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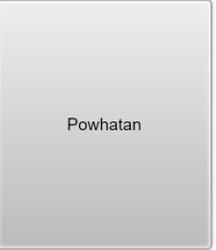
-  **Secure Browsers**
-  **Important Dates**
-  **Resources**
-  **Released Items Repository**
-  **Indiana Department of Education**

Next 

6 Which Native American Indian tribe lived in the same area as the 13 original colonies?



Miamis Illinois Powhatan



# Online Reporting System

### Home Page Dashboard

Select Test and Year

Test:

Administration:

Select

Select a corporation and then click on a grade and subject to view more information.

### Overall Performance on the I AM test, by Subject, Grade: Indiana, Spring 2019

#### English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	N/A	N/A
Grade 4	N/A	N/A
Grade 5	N/A	N/A
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Grade 10	N/A	N/A

#### Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	N/A	N/A
Grade 4	N/A	N/A
Grade 5	N/A	N/A
Grade 6	N/A	N/A
Grade 7	N/A	N/A
Grade 8	N/A	N/A
Grade 10	N/A	N/A

#### Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 5	N/A	N/A

#### Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	N/A	N/A
Grade 6	N/A	N/A
Biology	N/A	N/A



### Individual Student Report

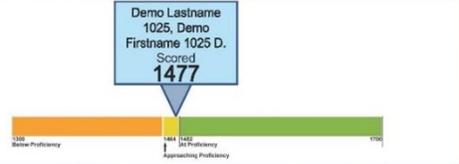
How did my student perform on the English/Language Arts test?

Test: I AM English/Language Arts Grade 3  
Year: Spring 2019  
Name: Demo Lastname 1025, Demo Firstname 1025 D.

#### Overall Performance on the I AM English/Language Arts Grade 3 Test: Demo Lastname 1025, Demo Firstname 1025 D., Spring 2019

Name	STN	Scale Score	Proficiency Level
Demo Lastname 1025, Demo Firstname 1025 D.	999109135	1477	Approaching Proficiency

Scale Score and Performance on the I AM English/Language Arts Grade 3 Test: Demo Lastname 1025, Demo Firstname 1025 D., Spring 2019



**Demo Lastname 1025, Demo Firstname 1025 D. Scored 1477**

#### Proficiency Level Description

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. Next Steps Find reading materials that match your student's interests (e.g., animals or sports). Ask your student to connect pictures to the text they represent. Point out letter patterns in everyday words to develop your student's reading skills.

#### Percent Proficient on the I AM English/Language Arts Grade 3 Test: Demo Inst 9993 and Comparison Groups, Spring 2019

Name	Percent Proficient
Demo district 9998 (9998)	33
Demo inst 9993 (9998_9993)	33

#### Performance on the I AM English/Language Arts Grade 3 Test, by Reporting Category: Demo Lastname 1025, Demo Firstname 1025 D., Spring 2019

Reporting Category	Percent Correct	Reporting Category Description
Key Ideas and Textual Support/Vocabulary	40	Students who are at proficiency can answer factual and inferential questions about literature and nonfiction; identify themes and main ideas; describe characters; summarize text; and identify meanings and relationships of common words.
Structural Elements and Organization/Connection of Ideas/Media Literacy	38	Students who are at proficiency understand relationships between people and concepts in literature and nonfiction; can identify point of view or purpose; can recognize text features and their purposes, and can identify the use of fact and opinion to support author's purpose.
Writing	29	Students who are at proficiency can recognize characteristics of persuasive, informative, and narrative composition; and can identify complete sentences and use grade-appropriate writing conventions appropriately.



# Key Features of the Alternate Assessment

# Accessibility Features and Embedded Supports

- CAI's TDS offers a robust collection of accessibility features and embedded supports.
- The goal is to make the assessment accessible to ALL students.

<i>Calculator</i>	<i>Strikethrough</i>	<i>Text-to-Speech</i>
<i>Zoom</i>	<i>Color Contrast</i>	<i>Highlighter</i>
<i>Mark as No Response</i>	<i>Line Reader</i>	<i>Expandable Passages</i>



# Accessibility Supports

## Strikethrough Tool

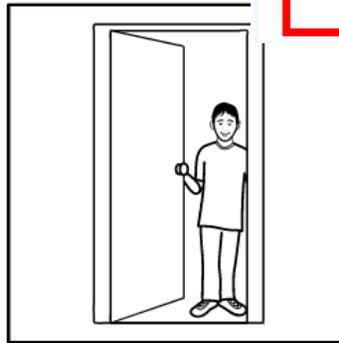
4



What happens first in the story?



ⓑ



Carl opens the door.

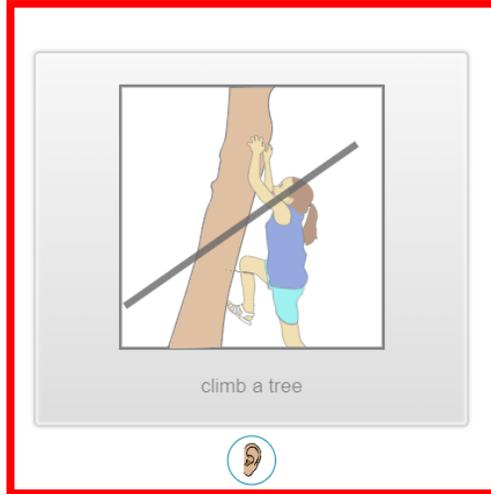


Sam and Carl eat popcorn.

5



What does Emily want to do?



# Accessibility Supports

## Mark as No Response

Next

Read the sentence.  
**We are having a party!**  
Which one puts "We are" together correctly?

W'ere  
A

Wer'e  
B

We're  
C

- Tutorial
- Speak Option
- Speak Question
- Mark as No Response**
- Highlight Selection
- Strikethrough



# Accessibility Supports

## Text-to-Speech

The screenshot displays a digital reading interface with several accessibility features highlighted by red circles:

- Top Left:** A circular icon of an ear, indicating text-to-speech functionality for the entire page.
- Top Center:** A green button labeled "Next" with a right-pointing arrow, used for navigating to the next page.
- Left Column:**
  - Title:** "Cardinals" is displayed in bold black text.
  - Image:** An illustration of a male cardinal perched on a branch.
  - Text:** Two paragraphs of text describing cardinals: "Cardinals are beautiful birds. Male cardinals have red feathers. Female cardinals are tan and gray." and "Cardinals also make beautiful sounds. Cardinals can sing over 24 different songs. The male cardinal brings food to the nest when the female cardinal sings."
- Right Column:**
  - Question:** A question box labeled "4" asks, "What is the author's opinion about cardinals?"
  - Answer Choices:** Three gray rectangular boxes containing different statements:
    - "Male cardinals have red feathers."
    - "Cardinals can sing over 24 different songs."
    - "Cardinals are beautiful birds."

Red circles highlight the ear icons in the top left, next to the question, and below each of the three answer choices, indicating that these elements are also accessible via text-to-speech.



# Auto-Scoring

I AM scores are reported online. Final scores will be available on July 1, 2021 through ORS on the I AM Portal.



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# Resources for Educators

# What Is a Test Blueprint?

- Test blueprints lay out the architecture of the test and define the assessment's priorities.
- The specific objectives of the new I AM test blueprints ensure that the assessment:
  - measures the range of academic content standards;
  - measures the intended process standards across academic standards;
  - measures achievement across the range of cognitive complexity;
  - produces precise and reliable test scores and performance-level classifications, both overall and for subdomains; and
  - remains consistent related to measurable content across test administrations.



# What Information Do the I AM Test Blueprints Include?

- Reporting categories
- Content Connectors
- Standard item ranges
- Standard % of test
- Reporting category item ranges

**I AM Blueprints  
Grade 6 Mathematics  
(Beginning 2018–19 School Year)**

Reporting Category	Content Connector (CC)	CC Item Range		CC % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Algebra and Functions (25–28%)	MA.6.AF.1.a.1	0	2	0	6	8–9
	MA.6.AF.2.a.1	0	1	0	3	
	MA.6.AF.3.a.1	0	2	0	6	
	MA.6.AF.4.a.1	1	2	3	6	
	MA.6.AF.5.a.1	1	2	3	6	
	MA.6.AF.6.a.1	0	2	0	6	
	MA.6.AF.7.a.1	1	2	3	6	
	MA.6.AF.8.a.1	0	2	0	6	
	MA.6.AF.9.a.1	0	1	0	3	
	MA.6.AF.9.a.2	0	2	0	6	
MA.6.AF.10.a.1	0	1	0	3	7–8	
MA.6.C.1.a.1	0	2	0	6		
MA.6.C.2.a.1	1	2	3	6		
MA.6.C.2.a.2	1	2	3	6		
MA.6.C.3.a.1	0	2	0	6		
MA.6.C.4.a.1	0	1	0	3		
MA.6.C.5.a.1	1	2	3	6		
MA.6.C.6.a.1	0	1	0	3	7–8	
MA.6.DS.1.a.1	0	1	0	3		
MA.6.DS.2.a.1	0	2	0	6		
MA.6.DS.3.a.1	1	2	3	6		
MA.6.DS.4.a.1	1	2	3	6		
MA.6.GM.1.a.1	0	1	0	3		
MA.6.GM.2.a.1	0	1	0	3		
MA.6.GM.3.a.1	0	1	0	3		
MA.6.GM.4.a.1	1	2	3	6		
MA.6.GM.5.a.1	1	2	3	6		
MA.6.GM.5.a.2	0	2	0	6		
MA.6.GM.6.a.1	0	2	0	6		



2

## FORMALIZE TEST BLUEPRINT

In creating I AM's test blueprints, educators defined essential content from Indiana's Content Connectors and assigned priority to each connector. Test blueprints contain the standards allocated with each reporting category and Content Connector and reporting category item percentages.

### **Educators can use the blueprint to prioritize instructional content.**

Consider which areas are prioritized in the blueprints when determining approximately how much time to spend on each major concept in the next unit. On teacher-created assessments, educators decide what to test and how to prioritize different concepts on the test.

# How Can Teachers Use the Test Blueprints?

- Blueprints provide information on how to prioritize instruction across Content Connectors.
- Teachers can use the blueprints to prioritize instructional content. Consider which areas are prioritized in the blueprints when determining approximately how much time to spend on each major concept in the next unit.



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# What Is a Range Performance Level Descriptor?

- The Indiana Department of Education (IDOE) enlisted Indiana educators to develop Range PLDs for the I AM assessment.
- The I AM Range PLDs are content-specific statements that reflect the varying degrees to which students may demonstrate proficiency on grade-level Content Connectors assessed on the upcoming I AM assessment.
- Educators, IDOE, and CAI use the I AM Range PLDs to inform item development and standard setting, while Indiana educators are welcome to use this resource to help inform instructional practices.



# What Information Do the Range PLDs Include?

- Content Connectors
- Below Proficiency Performance Level Descriptor
- Approaching Proficiency Performance Level Descriptor
- At Proficiency Performance Level Descriptor

**I AM Performance Level Descriptors (PLDs)  
Grade 3 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
	<b>Key Ideas and Textual Support/Vocabulary</b>			
<b>3.RL.2.1.a.1</b>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.
<b>3.RL.2.2.a.1</b>	Retell folktales, fables, and tall tales from diverse cultures.	Using visual supports, retell folktales, fables, and tall tales from diverse cultures in a low-complexity text.	Retell folktales, fables, and tall tales from diverse cultures in a low-complexity text.	Retell folktales, fables, and tall tales from diverse cultures in a text of moderate complexity.
<b>3.RL.2.2.a.2</b>	Identify a theme in a folktale, fable, and tall tale.	Identify a theme in a folktale, fable, and tall tale of a low-complexity text with visual supports (word bank, bolded words, pictures, etc.)	Identify a theme in a folktale, fable, and tall tale in a low-complexity text.	Identify a theme in a folktale, fable, and tall tale in a text of moderate complexity.
<b>3.RL.2.3.a.1</b>	Describe characters in a story (e.g., their traits, motivations or feelings).	Identify a description of a character in a story of low text complexity with visual supports.	Describe a character in a story of low text complexity.	Describe characters in a story of moderate text complexity.
<b>3.RL.2.3.a.2</b>	Explain how characters' actions contribute to the plot.	Identify a character's action in a story of low text complexity with visual supports.	Explain how characters' actions contribute to the plot in a low-complexity text.	Explain how characters' actions contribute to the plot in a moderately complex text.



# How Can Teachers Use the Range PLDs?

- Range PLDs provide information about the skill level a student needs to achieve to be considered proficient on the assessment.
- Teachers can use the Range PLDs to gauge the current achievement level of their students. Teachers can then plan instruction to advance the student to the proficient achievement level.



Reporting Category	Algebraic Thinking and Data Analysis
Content Connector	MA.4.DA.3.a.1: Interpret data displayed in a circle graph up to halves and fourths.
IAS Standard	MA.4.DA.3: Interpret data displayed in a circle graph.
Content Limits	Circle graph in halves and/or fourths only.
Allowable Stimulus Material	circle graphs
Context	Context required
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	circle graph, interpret, halves, fourths
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<b>Tier 1</b> The student will identify a category that is one-half circle.
	<b>Tier 2</b> The student will identify a category that is one-four circle.
	<b>Tier 3</b> Given a circle graph, the student will identify the fr specific category.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, ill diagrams, tables, and charts that directly relate to t passage topic. Information contained within stimulk graphics is ineligible for assessment unless specifi prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Reference Tools	N/A

Sample Item

Here is a circle graph. The circle graph shows the favorite games of a group of students.

**Favorite Game**

Tier 1

Football    Checkers    Go Fish

What is the group of students' favorite game?

A. Football  
B. Checkers  
C. Go Fish

# Item Specifications

- Reporting Category
- Content Connector
- IAS Standard
- Content Limits
- Response Mechanisms
- Construct-Relevant Vocabulary
- Cognitive Complexity (LAL)
- Evidence Statements
- Stimulus Graphic Limitations
- Reference Tools
- Sample Item

3

## DEVELOP ITEM SPECIFICATIONS

In developing the item specification, Indiana's educators determine the evidence statements, item types, and cognitive complexity that are appropriate for measuring the Content Connectors. Item specifications provide guidance to item writers and reviewers to ensure that items are aligned to Indiana's Content Connectors. The item specifications also serve as a resource to help educators understand the types of items and tasks students will encounter on the I AM assessments.

### **Educators can use item specifications to guide class assignments and discussions.**

When assigning projects or creating formative assessments, think about how students will provide evidence of proficiency. Vary the cognitive complexity of different questions and tasks and consider any content restraints based on the unit of study.

# How Can Teachers Use Item Specification Documents?

- Guide class assignments and discussions.
- Think about how students will provide evidence of proficiency. What tasks will show that students have achieved proficiency?
- Vary the cognitive complexity of different questions and tasks and consider any content restraints based on the unit of study.



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# Links for Academic Learning (LAL)

Why is Depth of Knowledge so important in test item writing and in item specifications?

- Cognitive complexity is defined for each Content Connector.
- Summative assessments include items at various levels based on the cognitive complexity of the standards assessed.
- Item specifications designate the LAL level to inform item development.



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# LAL Levels

The Links for Academic Learning (LAL) model has six levels to account differentiated needs and abilities of the special education population.

<b>1</b>	<i>Attention</i> (touch, look, vocalize, respond, attend)
<b>2</b>	<i>Memorize/recall</i> (list, describe (facts), identify, state, define, label, recognize, record, match, recall, relate)
<b>3</b>	<i>Performance</i> (perform, demonstrate, follow, count, locate, read)
<b>4</b>	<i>Comprehension</i> (explain, conclude, group/categorize, restate, review, translate, describe (concepts), paraphrase, infer, summarize, illustrate)
<b>5</b>	<i>Application</i> (compute, organize, collect, apply, classify, construct, solve, use, order, develop, generate, interact with text, implement)
<b>6</b>	<i>Analysis, Synthesis, Evaluation</i> (pattern, analyze, compare, contrast, compose, predict, extend, plan, judge, evaluate, interpret, cause/effect, investigate, examine, distinguish, differentiate, generate)



# Training Resources Available on I AM Portal This Fall

- TA Overview Webinar
- Technology Requirements for Online Testing Webinar
- Accessibility and Accommodations Training Module
- Test Information Distribution Engine Webinar



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# I AM Training

- Test Administrator Certification Course
  - Available January 25, 2021
- First-Year Test Administrator Webinar
  - Registration Opens December 1, 2020
  - Webinar: March 3, 2021



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# More Information

Indiana Portal: <http://indiana.portal.cambiumast.com>

## Indiana Assessment Help Desk

- Toll-Free Telephone: 1-866-298-4256
- Email: [indianahelpdesk@cambiumassessment.com](mailto:indianahelpdesk@cambiumassessment.com)

## Indiana Department of Education:

- [INassessments@doe.in.gov](mailto:INassessments@doe.in.gov)
- 317-232-9050



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**Thank you!**



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