

Indiana Curriculum Matrix Summary

Introduction

The Curriculum Matrix data in this resource kit is provided as a guide to help educators in planning curriculum and instruction. All interpretations of state standards, Common Core State Standards, and state assessment program data that were needed to construct the correlations in this Matrix were conducted by content area specialists in each discipline and reviewed by research managers. Where and if necessary, interpretations of the learning statements used in the correlations were verified by third-party reviewers and/or officials of the state's department of education. Every effort has been made to ensure the accuracy of the crosswalk and summary data. However, some learning outcome statements are, by their nature, subject to interpretation and determination of intent by content area specialists. Educators should always exercise their own best judgment in determining how to apply the data.

Care was taken to ensure that all data used in the analyses was current at the time of publication, but all standards and assessment data remain subject to updates as states revise or update their state standards or assessment programs. The International Center welcomes your feedback, advice, and suggestions about the data provided. The Center also eagerly encourages users to help us keep the data current for all educators in their state by advising us of any such updates. Please address all comments to: International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148 or info@LeaderEd.com.

Indiana Statewide Testing for Educational Progress-Plus and End-of-Course Assessment

Indiana Statewide Testing for Educational Progress (ISTEP+) measures the academic performance of students in English language arts and mathematics in grades 3-8 and end-of-course assessment (ECA) in English 10 and Algebra I. ISTEP+ science assessment is given in grades 4 and 6. The ISTEP+ EAC is given in Biology I.

English Language Arts Priority Designations

Information necessary to make priority designations relative to English language arts (ELA) assessments was obtained from the Indiana Department of Education website. The ELA ISTEP+ link within this site provided a percent range of test items per reporting standard. The median of each range at each grade level was used to determine test priority designations. The median percentage of test items per standard was averaged. Standard deviations (STD) were calculated for each grade level or course and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Standards that were not tested were assigned a Low (L) priority designation. The results can be found in Table 1.

Table 1. Indiana ISTEP+ English Language Arts Priority Designation Data

Grade	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	16.67	3.92	12.75	0	1-13	>13
4	16.67	3.92	12.75	0	1-13	>13
5	16.83	3.23	13.61	0	1-14	>14
6	16.67	3.19	13.47	0	1-13	>13
7	16.67	4.65	12.02	0	1-12	>12
8	15.00	4.90	10.10	0	1-10	>10
10	20.20	10.45	10.45	0	1-10	>10

Table 2 contains the summary of the priority designations at each grade level.

Table 2. Indiana ISTEP+/ECA English Language Arts Data Summary

English Language Arts			ISTEP+/ECA			NESS ¹		
Grade	Standards	Learning Expectations	H	M	L	H 1-19	M 20-38	L 39-50
3	7	68	40	8	20	48	13	7
4	7	65	34	7	24	35	25	5
5	7	61	32	5	24	37	17	7
6	7	64	35	6	23	31	26	7
7	7	61	34	10	17	32	26	3
8	7	62	24	17	21	31	29	2
10	7	67	35	4	28	46	15	6
Totals	49	448	234	57	157	260	151	37

Mathematics

Information necessary to make priority designations relative to mathematics assessments was obtained from the Indiana Department of Education website. The mathematics ISTEP+ link within this site provided a percent range of test items per reporting standard. The median of each range at each grade level was used to determine test priority designations. The median percentage of test items per standard was averaged. Standard deviations (STD) were calculated for each grade level or course and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Standards that were not tested were assigned a Low (L) priority designation. The mathematics priority designation results can be found in Table 3.

Table 3. Indiana ISTEP+ Mathematics Priority Designation Data

Grade/ Course	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
3	16.67	4.89	11.78	0	1-12	>12
4	15.00	2.74	12.26	0	1-12	>12
5	14.29	1.71	12.58	0	1-13	>13
6	14.29	2.16	12.13	0	1-12	>12
7	14.29	3.11	11.18	0	1-11	>11
8	14.29	3.26	11.03	0	1-11	>11
Algebra I	20.00	2.89	17.11	0	1-17	>17

Table 4 contains the summary of the priority designations at each grade level.

Table 4. Indiana ISTEP+/ECA Mathematics Data Summary

Mathematics			ISTEP+/ECA			NESS ¹		
Grade/Course	Standards	Learning Expectations	H	M	L	H 1-16	M 17-42	L 43-70
3	6	61	54	7	0	39	19	3
4	7	58	44	14	0	44	13	1
5	7	50	46	4	0	34	15	1
6	7	60	54	6	0	42	16	2
7	7	51	42	9	0	32	15	4
8	7	50	41	9	0	25	23	2
Algebra I	9	54	37	9	8	19	26	9
Totals	56	384	318	58	8	235	127	22

Science

Information necessary to make priority designations relative to science assessments was obtained from the Indiana Department of Education website. The science ISTEP+ link within this site provided a percent range of test items per reporting standard. The median of each range at each grade level was used to determine test priority designations. The median percentage of test items per standard was averaged. Standard deviations (STD) were calculated for each grade level or course and subtracted from the mean. This number established the cut-off point between Medium (M) priority designations and High (H) priority designations. Standards that were not tested were assigned a Low (L) priority designation. The results can be found in Table 5.

Table 5. Indiana ISTEP+ Science Priority Designation Data

Grade/Course	Mean	STD	Mean – STD	Designations		
				L = Low	M = Medium	H = High
4	16.50	5.92	10.58	0	1-11	>11
6	16.833	5.77	11.10	0	1-11	>11
Biology I	20.00	1.15	18.85	0	1-19	>19

Table 6 contains the summary of the priority designations at each grade level.

Table 6. Indiana ISTEP+/EAC Science Data Summary

Science			ISTEP+/ECA			NESS ¹		
Grade/Course	Standards	Learning Expectations	H	M	L	H 1-32	M 33-50	L 51-85
4	6	52	43	9	0	34	8	10
6	7	68	56	12	0	38	18	12
Biology I	2	51	41	10	0	44	7	0
Totals	15	171	140	31	0	116	33	22

Table 7 contains a summary of total data for English language arts, mathematics, and science. This table shows comparisons between the total number of grade level/course learning expectations and the total number of grade level/course learning expectations tested.

Table 7. Indiana ISTEP+ Percentage of Learning Expectations Tested

	# of Learning Expectations	# of Learning Expectations Tested	% of Learning Expectations Tested
English Language Arts	448	291	64.90
Mathematics	384	376	97.90
Science	171	171	100.00
TOTAL	1,003	838	83.50

Common Core State Standards (CCSS) to Indiana ISTEP+ Alignment Data

International Center content area specialists crosswalked English language arts and mathematics CCSS to the Indiana English language arts and mathematics learning expectations. The purpose of this study was to determine the number and percent of the CCSS that are aligned/non-aligned to the learning expectations. The same process was also used to determine the number and percent of the learning expectations that are aligned/non-aligned to the CCSS.

The results that follow provide Indiana teachers, curriculum planners, and administrators with information relevant to the status of the learning expectations compared to the CCSS. Considerations the Indiana Department of Education will make is the number of adjustments that will be necessary for the current