

PURPOSE OF STATEWIDE ASSESSMENTS

A statewide assessment program has been established by the Idaho State Board of Education (SBOE). This district is required to participate in the statewide assessment program as long as the program is funded by the state. The purpose of the statewide assessment program is to:

1. Measure and improve student achievement;
2. Assist classroom teachers in designing lessons;
3. Identify areas needing intervention and remediation, and acceleration;
4. Assist districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;
5. Inform parents/guardians of their student's progress;
6. Provide comparative local, state, and national data regarding the achievement of students in essential skill areas;
7. Identify performance trends in student achievement across grade levels tested and student growth over time; and
8. Help determine technical assistance/consultation priorities for the SBOE.

CONTENT

The comprehensive assessment program will consist of multiple assessments, including the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment (IELA), the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam.

TESTING OF STUDENTS

All students in Idaho public schools, grades kindergarten through twelve (K-12) are required to participate in the comprehensive assessment program approved and funded by the SBOE.

Special Education Students

All students who are eligible for special education pursuant to the Individuals with Disabilities Education Act (IDEA) ~~shall~~will participate in the statewide assessment program. Each student's individualized education program (IEP) team ~~shall~~will determine whether the student ~~shall~~will participate in the regular assessment without accommodations, the regular assessment with

accommodations, or adaptations, or whether the student qualifies for and ~~shall~~will participate in the alternative assessment.

Limited English Proficient Students:

Limited English Proficient (LEP) students may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team will outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, will be familiar to the student and used throughout the school year during instruction and for other assessments.

LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the English language ISAT, but are still required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target. However, such LEP students are not required to be counted for accountability purposes.

SCORING AND REPORTING FORMATS

Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, will be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

The district will send all assessment results and related communication to parents within three (3) weeks of receipt from the state.

COMPREHENSIVE ASSESSMENT PROGRAM

The district will administer each of the following assessments in compliance with the time period required by the U.S. Department of Education and/or the Idaho State Board of Education:

1. Kindergarten – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
2. Grade 1 – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
3. Grade 2 – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.

4. Grade 3 – Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;
5. Grade 4 — National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
6. Grade 5 — Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
7. Grade 6 — Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
8. Grade 7 — Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
9. Grade 8 – National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
10. Grade 9 — Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
11. Grade 10 – High School Idaho Standards Achievement Test, Idaho Alternate Assessment, Idaho English Language Assessment.
12. Grade 11 – High School Idaho Standards Achievement Test (as applicable), Idaho English Language Assessment, college entrance exam.
13. Grade 12 – National Assessment of Education Progress, Idaho English Language Assessment.

Students are required to take an end of course assessment in science provided by the state and administered by the district.

Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their grade- ten (10) year or later are not required to continue taking that portion or portions.

SECURITY MEASURES

The district will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. The district will require each individual who has any opportunity to see test items to sign a state confidentiality agreement, and keep the agreements on file for a minimum of two (2) years. The district will document the security safeguards and will make such documentation available for review by authorized state and federal personnel.

DEMOGRAPHIC INFORMATION

The district will provide each student's unique identifier and accurate demographic information as required by the SBOE for each test, including, but not limited to, race, sex, ethnicity, and special programs (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status).

ATTENDANCE

All students are required to participate in statewide assessments; therefore, the district will not charge student time spent in statewide assessments against attendance requirements. However, "opting-out" of statewide assessments established by the SBOE will result in an unexcused absence.

ASSESSMENT FOR DUAL ENROLLMENT

For the purpose of nonpublic school student participation in non-academic public school activities, the district may utilize either of the following assessment methods:

1. The Idaho Standards Achievement Tests (Grades 3-9 and High School).
2. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas: Language Arts/Communication, Math, Science, Social Studies, Health, and Humanities. Portfolios will be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is sought.

**LEGAL REFERENCE:**

Idaho Code Section 33-203 – Dual Enrollment
IDAPA 08.02.03.111 – Assessment in the Public Schools

ADOPTED: August 28, 2002

AMENDED: July 2010, May 22, 2015