

COMPREHENSIVE ASSESSMENT PLAN TEMPLATE

# LEA Comprehensive Assessment Plan



IDAHO STATE DEPARTMENT OF EDUCATION  
ASSESSMENT & ACCOUNTABILITY | ASSESSMENT MONITORING

650 W STATE STREET, 2ND FLOOR  
BOISE, IDAHO 83702  
208 332 6800 OFFICE  
[WWW.SDE.IDAHO.GOV](http://WWW.SDE.IDAHO.GOV)

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## INSTRUCTIONS

The comprehensive assessment plan is a living document. It will guide the work of Local Education Agencies (LEAs) while also developing an excellent training tool for staff. This document will inform stakeholders (e.g. parents, administrative staff, etc.) the purpose of assessment, when and which assessments are administered, how results are used to improve instruction, and demonstrate how assessments will improve student learning. This document not only meets accountability compliance with the State Department of Education, but it helps guide LEA's comprehensive assessment systems along with illustrating their tremendous efforts already accomplished.

This document serves as a template for the LEA's Comprehensive Assessment Plan. Each section within this template is required upon submission. There are brackets [ ] throughout the document where the local LEA will insert relevant information in in template (e.g. [Insert LEA Name]). Tables are throughout the document. Please complete each table with the requested information. Finally, there are sections requiring narratives that should be completed with as much detail as possible.

Districts that already have a Comprehensive Assessment Plan may submit their document for assessment monitoring so long as all components in the template are included in the submission.

To submit comprehensive assessment plan, please visit [District Assessment Monitoring Google Form](#). Complete the entire Google Form. Within the form, LEAs will upload their comprehensive assessment plans. There will be a confirmation email sent when the comprehensive assessment plan has been submitted. If there are any questions or concerns the Assessment & Accountability Department will contact the District Test Coordinator. Each LEA will receive feedback on their comprehensive assessment plan from the Assessment & Accountability Department.

LEAs must submit their comprehensive assessment plan by **April 30, 2018**.

If you have any questions or concerns, please contact:

Danielle Taylor  
Assessment Program Specialist  
(208) 332-6903  
[dtaylor@sde.idaho.gov](mailto:dtaylor@sde.idaho.gov)

# MINIDOKA COUNTY SCHOOL DISTRICT COMPREHENSIVE ASSESSMENT STRATEGIC PLAN [2017-2018]

The Minidoka County School District's vision and mission statements, along with our belief statements and learning goals provide the foundation for the Comprehensive Assessment Plan.

## Philosophy & Purpose of the State Comprehensive Assessment Program:

### **Assessment in Public Schools - Philosophy - Idaho Code §08.02.03.111.01**

*Acquiring the basic skills is essential to realization of full education, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program.*

### **Assessment in Public Schools - Purpose - Idaho Code §08.02.03.111.02**

*The purpose of assessment in the public schools is to:*

- *measure and improve student achievement;*
- *assist classroom teachers in designing lessons;*
- *identify areas needing intervention and remediation and acceleration;*
- *assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;*
- *inform parents and guardians of their child's progress;*
- *provide comparative local, state and national data regarding the achievement of students in essential skill areas;*
- *identify performance trends in student achievement across grade levels tested and student growth over time; and*
- *help determine technical assistance/consultation priorities for the State Department of Education.*

### **LEA Assessment Philosophy/Vision**

The Minidoka County School District philosophy/vision for all aspects of education, including the purpose of all assessments, is: Empowering Students for Success

### **LEA Assessment Purpose/Mission**

The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, and academic rigor which facilitates success in all aspects of life. This includes utilizing assessments appropriately to further this mission.

## Assessments:

### State and LEA Assessments

Table 1 – State Assessments has been completed. Please complete Table 2 – LEA Assessments with the following information for locally administered assessments:

1. Assessment
  - a. For the LEA Assessments Section, enter assessments required by the LEA.
2. Grade Level
  - a. Specify grade level(s) for which the assessment is administered.
3. Test Schedule
  - a. Provide the test window for the assessment.
4. Purpose of Assessment
  - a. Describe the purpose of the assessment.
5. Reporting
  - a. How are test results reported?
6. Administration Mode
  - a. Specify medium through which the assessment is administered (computer, on-on-one, paper/pencil, etc.).
7. Test Vendor
  - a. Name the test vendor, if any.

**Note:** *Assessment types and definitions see Appendix A.*

Table 1 – State Assessments

1. Assessment	2. Grade Level	3. Test Schedule	4. Purpose of Assessment	5. Reporting	6. Administration Mode	7. Test Vendor
Civics	Any time after grade 7	Determined by LEA	Understand fundamentals of U.S. history & U.S. government	Transcript Required	District/School Decision	N/A
College Entrance Exam (PSAT) *Optional*	Grade 10	October 11, 2017	Practice for SAT	Scores viewable off College Board Educator Portal	Paper/Pencil	The College Board
College Entrance Exam (SAT)	Grade 11	April 10, 2018 *Make-Up Date April 24, 2018	Graduation Requirement	Scores viewable off College Board Educator Portal	Paper/Pencil	The College Board
End-of-Course Science (Biology & Chemistry)	Grades 10-12	February 26-May 18, 2018	Assessment Of Learning	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research
Idaho Alternate Assessment	Grades 3-8 and 10 (9 & 11 optional)	March 19-May 18, 2018	Assessment Of Learning	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research
Idaho English Language Assessment (WIDA’s ACCESS 2.0)	Grades K-12	January 29-March 9, 2018	English language proficiency for program eligible English language learners	Score reports are in WIDA-AMS/DRC system	Digitally Based Assessment  *Paper/Pencil available	Data Recognition Corporation

1. Assessment	2. Grade Level	3. Test Schedule	4. Purpose of Assessment	5. Reporting	6. Administration Mode	7. Test Vendor
Idaho Reading Indicator (IRI)	Grades K-3	Fall: August 21-September 29, 2017 Spring: April 16-May 18, 2018	Screeners for Early Literacy Skills	Locally scored and reported via ISEE in October and End of year	Paper/Pencil	Idaho State Department of Education
Idaho Standards Achievement Test (ISAT)	Grades 3-8 and 10 (9 & 11 optional)	March 19-May 18, 2018	Assessment of Learning – Accountability Student Growth	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research
Interim Assessment *Optional	Open to 2-11	August 7, 2017-March 14, 2018	Assessment for learning	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research
The National Assessment of Educational Progress (NAEP)	Grades 4,8, & 12	March 5-May 25, 2018	National Trend	State reporting in odd years National reporting in even years	Digitally Based Assessment	NCES

**Table 2 – LEA Assessments**

Please complete this table for locally administered assessments not included in the state comprehensive assessment system.



1. Assessment	2. Grade Level	3. Test Schedule	4. Purpose of Assessment	5. Reporting	6. Administration Mode	7. Test Vendor
Civics	Any time after grade 7		Understand fundamentals of U.S. history & U.S. government	Transcribed on official transcript	Paper/Pencil	N/A
College Entrance Exam (PSAT) *Optional*	Grade 10	Annually in October as determined by SDE	Practice for SAT	Scores viewable off College Board Educator Portal	Paper/Pencil	The College Board
College Entrance Exam (SAT)	Grade 11	Annually in April as determined by SDE  *Make-Up Date* As determined by SDE in April	Graduation Requirement	Scores viewable off College Board Educator Portal	Paper/Pencil	The College Board
End-of-Course Science (Biology & Chemistry)	Grades 10-12	As determined by SDE during spring trimester	Assessment Of Learning	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research
Idaho Alternate Assessment	Grades 3-8 and 10 (9 & 11 optional)	Spring assessment window as determined by SDE March-May	Assessment Of Learning	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research

Idaho English Language Assessment (WIDA's ACCESS 2.0)	Grades K-12	Assessment window determined by SDE January-March	English language proficiency for program eligible English language learners	Score reports are in WIDA-AMS/DRC system	Digitally Based Assessment  *Paper/Pencil available	Data Recognition Corporation
Idaho Reading Indicator (IRI)	Grades K-3	<b>Fall:</b> Assessment window determined by SDE August-September  <b>Spring:</b> Assessment window determined by SDE April-May	Screener for Early Literacy Skills	Locally scored and reported via ISEE in October and End of year	Paper/Pencil	Idaho State Department of Education
Idaho Standards Achievement Test (ISAT)	Grades 3-8 and 10 (9 & 11 optional)	Spring assessment window determined by SDE March-May	Assessment of Learning – Accountability Student Growth	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research
Interim Assessment *Optional	Open to 2-11	Available August-March prior to SDE spring summative ISAT window	Assessment for learning	Reports available in online reporting system (ORS)	Digitally Based Assessment	American Institutes for Research
The National Assessment of Educational Progress (NAEP)	Grades 4,8, & 12	As determined by NAEP March-May	National Trend	State reporting odd years National reporting in even years	Digitally Based Assessment	NCES

## Testing Procedures

**Table 3 – State Assessments**

In this table, identify the staff (by position) responsible and/or describe the processes for the following:

Assessment	Establishing test schedules	Ordering materials or uploading pre-identification file(s)	Identifies and trains proctors	Handling printed materials, including ordering, storing and returning.
Civics	School Test Coordinator	School Test Coordinator	School Test Coordinator	School Test Coordinator
College Entrance Exam (PSAT)	School Test Coordinator	School Test and District Technology Coordinators	School Test Coordinator	School Test Coordinator
College Entrance Exam (SAT)	School Test Coordinator	School Test and District Technology Coordinators	School Test Coordinator	School Test Coordinator
End-of-Course Science (Biology & Chemistry)	School Test Coordinator	District Test and District Technology Coordinators	School Test Coordinator	School Test Coordinator
Idaho Alternate Assessment	School Test Coordinator	District Test and Technology Coordinators	District Test Coordinator	Teacher & School Test Coordinator
Idaho English Language Assessment (WIDA's ACCESS 2.0)	District and School Test Coordinators	District Test Coordinator	District and School Test Coordinators	District and School Test Coordinators
Idaho Reading Indicator (IRI)	School Test Coordinator	District Test Coordinator	District and School Test Coordinators	School Test Coordinator
Idaho Standards Achievement Test (ISAT)	School Test Coordinator	District Test and Technology Coordinators	District and School Test Coordinators	District and School Test Coordinators
Interim Assessment	Classroom teacher and school test coordinator	District Test and Technology Coordinators	District and School Test Coordinators	School Test Coordinators

<b>Assessment</b>	<b>Establishing test schedules</b>	<b>Ordering materials or uploading pre-identification file(s)</b>	<b>Identifies and trains proctors</b>	<b>Handling printed materials, including ordering, storing and returning.</b>
The National Assessment of Educational Progress (NAEP)	School Test Coordinator	School Test Coordinator	School Test Coordinators & NAEP personnel	School Test Coordinator

**Table 4 – LEA Assessments**

In this table, identify the staff (by position) responsible and/or describe the processes for the following:

<b>Assessment</b>	<b>Establishing test schedules</b>	<b>Ordering materials or uploading pre-identification file(s)</b>	<b>Identifies and trains proctors</b>	<b>Handling printed materials, including ordering, storing and returning.</b>
iStation Progress Monitoring	School Test Coordinator	District Test and Technology Coordinators	District and School Test Coordinator	District Test Coordinator – if needed
CORE Phonics	School Test Coordinator	School Test Coordinator	School Test Coordinator	School Test Coordinator
AIMSWEB Progress Monitoring	School Test Coordinator	School Test Coordinator	School Test Coordinator	School Test Coordinator
Fluency Probes	School Test Coordinator	School Test Coordinator	School Test Coordinator	School Test Coordinator
STAR Reading & Math	School Test Coordinator	District Test and Technology Coordinators	District and School Test Coordinator	District Test Coordinator – if needed

## Assessment of Students with Disabilities and ELL students:

**Table 5 – State Assessments**

Briefly describe each State assessment with the following information below:

Assessment	Procedures for the LEA has in place to ensure the inclusion of students with disabilities in the state assessment system	Procedures for the LEA has in place to ensure the inclusion of all English learners in the assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
Civics	All students with disabilities who are not alternative assessed take the Civics test with appropriate accommodations/supports as outlined in their IEP	All ELL students take the Civics test with appropriate accommodations/supports as outlined in their ILP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school test coordinator and the SPED and/or ELL teachers.
College Entrance Exam (PSAT)	Only those students with disabilities wishing to take part in the PSAT are given the test with appropriate accommodations/supports as outlined in their IEP	Only those ELL students wishing to take part in the PSAT are given the test with appropriate accommodations/supports as outlined in their ILP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school	The process for ensuring appropriate accommodations are available is a coordinated effort between the school test coordinator and the SPED and/or ELL teachers.

Assessment	Procedures for the LEA has in place to ensure the inclusion of students with disabilities in the state assessment system	Procedures for the LEA has in place to ensure the inclusion of all English learners in the assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
			and district specialists, and when appropriate the child.	
College Entrance Exam (SAT)	All students in grade 11 with disabilities take the SAT or ACCUPLACER as determined by the IEP team with appropriate accommodations/supports as outlined in their IEP	All ELL students in grade 11 take the SAT with appropriate accommodations/supports as outlined in their ILP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school test coordinator and the SPED and/or ELL teachers.
End-of-Course Science (Biology & Chemistry)	All students with disabilities in grades 10-12, take EOC assessments with appropriate accommodations/supports as outlined in their IEP	All ELL students in grades 10-12, take EOC assessments with appropriate accommodations/supports as outlined in their ILP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.

Assessment	Procedures for the LEA has in place to ensure the inclusion of students with disabilities in the state assessment system	Procedures for the LEA has in place to ensure the inclusion of all English learners in the assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
			when appropriate the child.	
Idaho Alternate Assessment	All students with disabilities requiring alternative assessment as defined by the SDE take the Idaho alternate assessments with appropriate accommodations/supports as outlined in their IEP	All ELL students with disabilities requiring alternative assessment as defined by the SDE take the Idaho alternate assessments with appropriate accommodations/supports as outlined in their IEP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.
Idaho English Language Assessment (WIDA's ACCESS 2.0)	All students with disabilities requiring WIDA's ACCESS 2.0, as determined by the WIDA placement test are given the test with appropriate accommodations/supports as outlined in their IEP	All ELL students are given the WIDA's ACCESS 2.0, and where appropriate the WIDA ACCESS 2.0 alternative assessment, with appropriate accommodations/supports as outlined in their ILP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.

Assessment	Procedures for the LEA has in place to ensure the inclusion of students with disabilities in the state assessment system	Procedures for the LEA has in place to ensure the inclusion of all English learners in the assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
			child.	
Idaho Reading Indicator (IRI)	All K-3 students with disabilities, with the exception of alternative assessed students, are given the IRI with appropriate accommodations/supports as outlined in their IEP. Alternative Assessed students take CORE Phonics	All K-3 ELL students, with the exception of alternative assessed students, are given the IRI with appropriate accommodations/supports as outlined in their ILP. Alternative Assessed students take CORE Phonics	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.
Idaho Standards Achievement Test (ISAT)	All students in grades 3-8 & 10 with disabilities, with the exception of alternative assessed students, are given the ISAT with appropriate accommodations/supports as outlined in their IEP	All ELL students in grades 3-8 & 10 are given the ISAT with appropriate accommodations/supports as outlined in their ILP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.



Assessment	Procedures for the LEA has in place to ensure the inclusion of students with disabilities in the state assessment system	Procedures for the LEA has in place to ensure the inclusion of all English learners in the assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
			child.	
Interim Assessment	All students with disabilities, with the exception of alternative assessed students, are given the interim assessments at the teacher's discretion with appropriate accommodations/supports as outlined in their IEP	All ELL students, with the exception of alternative assessed ELLs, are given the interim assessments at the teacher's discretion with appropriate accommodations/supports as outlined in their IEP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and test coordinator, the classroom teacher, and the SPED and/or ELL teachers.
The National Assessment of Educational Progress (NAEP)	All students with disabilities, with the exception of alternative assessed students, are given NAEP assessments with appropriate accommodations/supports as outlined in their IEP	All ELL students with disabilities, with the exception of alternative assessed students, are given NAEP assessments with appropriate accommodations/supports as outlined in their IEP	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.

**Table 6 - LEA Assessments**

Briefly describe each LEA assessment with the following information below:

Assessment	The LEA ensures the inclusion of students with disabilities in the LEA assessment system	Procedures for the LEA has in place to ensure the inclusion of all English Learners in LEA assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
iStation Progress Monitoring	All K-3 students with disabilities participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their IEP.	All K-3 ELL students participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their ILP.	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.
CORE Phonics	All K-5 students with disabilities participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their IEP.	All K-5 ELL students participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their ILP.	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.

Assessment	The LEA ensures the inclusion of students with disabilities in the LEA assessment system	Procedures for the LEA has in place to ensure the inclusion of all English Learners in LEA assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
			when appropriate the child.	
AIMSWEB Progress Monitoring	All K-5 students with disabilities participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their IEP.	All K-5 ELL students participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their ILP.	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.
Fluency Probes	All K-5 students with disabilities participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their IEP.	All K-5 ELL students participate in progress monitoring as indicated by benchmark assessments with appropriate accommodations/supports outlined in their ILP.	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.

Assessment	The LEA ensures the inclusion of students with disabilities in the LEA assessment system	Procedures for the LEA has in place to ensure the inclusion of all English Learners in LEA assessment system	The process for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment	The process for ensuring the appropriate accommodations are available for Students with disabilities or English learners
			when appropriate the child.	
STAR Reading & Math Assessments	All 2-11 students with disabilities participate in STAR benchmarking with appropriate accommodations/supports outlined in their IEP.	All 2-11 ELL students participate in STAR benchmarking with appropriate accommodations/supports outlined in their ILP.	The process for determining appropriate testing and accommodations are determined by the school team, which includes parents, teachers, school and district specialists, and when appropriate the child.	The process for ensuring appropriate accommodations are available is a coordinated effort between the school and district test coordinators and the SPED and/or ELL teachers.

## Professional Development:

- Describe the process your district uses to train staff who interact with each of the State and LEA's assessments. Provide as much detail as possible.
- Describe the process your district uses to train staff supporting students with disabilities and English learners on selection of and the appropriate use of accommodations and/or designated supports
- Describe how assessment results for each state and LEA assessment are used, including the audience for the results.
- Describe how testing schedules are developed, who is responsible for developing testing schedules, who is responsible for communicating the testing schedule to the district and school and parents.

**Staff Test Administration Training:** The Minidoka County School District Test Coordinator provides detailed training on both how to administer assessments and assessment test security prior to the administration of each state assessment to all school test teams. School test coordinators train proctors within their own buildings who are unable to attend the district training. Trainings include the use of State provided training videos, question/answers and handouts. Trainings cover: test preparation, test administration, test security procedures, and after-administration procedures.

**Staff Training for Appropriate Accommodations and/or Designated Supports:** The Minidoka County School District Test Coordinator, ELL Director, and Special Education Director provide detailed training to all ELL and SPED staff on the selection of and appropriate use of accommodations and/or designated supports, prior to each state assessment.

**Use of Assessment Results:** All state assessment results are used by schools and teachers to monitor and adjust the educational program at the school and district level. These scores also aid in student course placement in the middle and high schools. LEA assessments are used to more closely benchmark and progress monitor students. LEA assessments are used to adjust instruction at the classroom level to meet individual student needs. All assessment results are shared with administrators, teachers, parents and students. Training is provided to administrators, teachers and the school board by the District Test Coordinator on the interpretation of these results. Building administrators and classroom teachers are responsible for training parents on understanding results.

**Test Scheduling:** State assessment schedules are used to determine local testing schedules in Minidoka County School District. The District Test Coordinators are responsible for determining and communicating to schools and parents test windows for all state assessments and LEA benchmarking assessments. School Test Coordinators are responsible for creating building level test schedules within district test windows for state assessments, benchmarking and progress monitoring. All building level schedules are communicated by the building administrator and the school test coordinator to teachers, students, and parents.

## Test Security:

- Explain process to ensure students do not have calculators, alphabet strips, recordings, books, walls are free from instructional materials, etc. during any state testing unless items are specifically approved as accommodations
- Describe the process used to ensure students are appropriately monitored when they are in the testing room, or leave the testing room for a break
- Explain the process for ensuring all paper assessments and other assessment materials are handled appropriately. Include how materials are transported, stored, returned, or destroyed.
- Provide any local policies established related to test security.

**Process for Ensuring Student Test Security:** 2-3 weeks prior to testing, all building test coordinators are trained in test security procedures. This includes a discussion of what items are not allowed in the testing room with students and the process for ensuring students are appropriately monitored in the testing room and when leaving the testing room for a break. All testing sites are randomly monitored to ensure that appropriate student test security processes are in place and being used.

**Process for Handling Paper Assessment Materials:** All materials are ordered by and delivered to the District Test Coordinator. Materials are then inventoried, sorted by school and boxed up for delivery. Building Test Coordinators pick up materials from the District Test Coordinator and transport the materials back to their schools by private vehicle. Materials are then stored in the Building Test Coordinator's room in a locked storage cabinet before and after testing. Following testing, materials are gathered, inventoried, boxed up and returned to the District Test Coordinator. The District Test Coordinator then re-inventories materials, boxes them up, and returns them to the test vendor for scoring. All unused materials are either returned to the vendor or shredded.

**Local Policies on Test Security:** The Minidoka School District does not have a policy specific to test security. However, policy 384.10 Student Data Privacy and Security does protect confidential student information, including student test data. In addition, our policy on Personnel Code of Ethics, policy 500.00 under Principle IV – Professional Integrity (5e) references:

*Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.)*

Violations of our Personnel Code of Ethics will be dealt with according to the procedure outlined in policy 500.00P.

*For additional information on test security, please review the [Assessment Integrity Guide](#).*

### Technology Support/ Data Quality:

- Describe the responsibilities of District Technology Coordinators in supporting the state and LEA assessments.
- Describe how the LEA ensures that student information is accurate in ISEE reports.

**District Test Coordinators Responsibilities:** The Minidoka County School District Technology Coordinator work closely with the District and Building Test Coordinators. They are responsible for ensuring that all technical specifications (setup, installation, and maintenance of online testing software/hardware) are met in every building prior to testing. In addition, they are help to provide necessary training and support to building staff administering testing.

**Ensuring Accurate ISEE Reports:** The Minidoka County School District ensures accurate student information in ISEE by working collaboratively with building and district staff responsible for student information accuracy. Training is provided to secretaries and special programs staff annually on the proper procedures for coding students accurately in PowerSchool. Data is carefully reviewed prior to each ISEE submission by our Business Office staff to ensure that all students are accurately reported on the ISEE submission. If errors are found, appropriate staff are notified and corrections are made prior to submission.

## Appendix A: Glossary

- **Assessment** – The process of quantifying, describing, or gathering information about skills, knowledge or performance.
- **Benchmarks** – Benchmarks describe the knowledge and skills that all students should know and be able to do, in selected content areas, by the time they reach certain grade levels. Benchmarks are yardsticks or targets, because they specify the knowledge and skills within a content area’s continuum that a student must possess to demonstrate a level of progress toward mastery or proficiency of a standard. States may refer to benchmarks as competencies, anchors, etc.
- **Curriculum-Embedded Assessment** – Curriculum-embedded assessments are those that have been deliberately incorporated in the instructional material being used by learners or in the instructional activities routinely taking place. Examples include: Quizzes, End of Chapter Tests, and Common Assessments.
- **Decode** – To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning and to change communication signals into messages, as to decode body language.
- **Diagnostic Assessment** – Pre-assessment that allows a teacher to determine students’ individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum.
- **Formative Assessment** – Refers to a process that includes the following attributes: Clarify Intended Learning, Elicit Evidence, Interpret Evidence, and Act on Evidence. The formative assessment process helps teachers identify where students are in their learning so that adjustments can be made to curriculum, instructional methods, and academic support. Formative assessment activities are not graded. These activities are integrated into daily instruction and are not quite teaching, but not traditionally what we call assessment. This evidence helps both learner and teacher decide what to do next.
- **Growth Targets** – A state or district level target, which is set to define progress and track change in individual student achievement scores over multiple years. Used for accountability purposes.
- **Interim Assessment** – Assessment that educators use to (1) periodically evaluate where students are in their learning progress and (2) determine whether they are on track to master standards within a given time period. Interim assessments are usually administered strategically during a course or school year (for example, every three to six weeks) and separately from the process of instructing students. They are not graded and not used for accountability purposes.
- **Norm-Reference Assessment** – Comparing a student’s performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.
- **On-Demand Assessment** – Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment.
- **Performance Assessment** – Direct observation of student performance or student work



and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria.

- **Portfolio-Based Assessment** – Collections of academic work that are compiled by students and assessed by teachers in a consistent way. For example: assignments, lab results, writing samples, speeches, student-created films, or art projects.
- **Proficiency** – Having or demonstrating a high degree of knowledge or skill in a particular area to the extent that standards are met.
- **Progress Monitoring** – Progress monitoring probes are administered weekly or biweekly to gauge student growth toward mastery of a targeted skill.
- **Screening** – Assessment used to determine whether students may need specialized assistance or service, or whether they are ready to begin a course, grade level, or academic program. Screening assessments may take a wide variety of forms, they may be developmental, physical, cognitive or academic.
- **Summative Assessment** – Summative assessments provide information regarding the level of student, program, or school success at an endpoint in time. Results are used to evaluate student achievement toward grade level standards, determine program effectiveness, and meet accountability requirements. Examples include: End of Course Assessments, ISAT Assessment.
- **Universal Screening** – Universal Screeners are administered one to two times per year to identify learners who may be at risk of not meeting grade level standards. Examples include: Idaho Reading Indicator, CORE MAZE, CORE Vocabulary.

## Appendix B: Idaho Comprehensive Assessment Program Inventory

Idaho Comprehensive Assessment Program Inventory 2017-2018												
	ISAT	ISAT Alternative Assessment	ISAT Science	ISAT Alternative Science	End-of-Course Assessment (EOC)	ACCESS 2.0	ACCESS Alternative 2.0	IRI	IRI Pilot ISIP	National and International Assessments	College Entrance Exams - PSAT, SAT, ACCUPLACER	Civics Assessment
Entity requiring assessment	Federal and State	Federal and State	Federal and State	Federal and State	Federal and State	Federal and State	Federal and State	State	State	Federal	State	State
State/Federal Statute	IDAPA 08.02.03.111.06.a - 111.06.l, 08.02.02.120.03 & 08.12.02.121.03	IDAPA 08.02.03.11.06.a-11.06.j	IDAPA Code 08.02.03.111.06 and 08.02.03.111.06.n	IDAPA 08.02.03.11.06.a-111.06.l	IDAPA 08.02.03.111.06 and 08.02.03.111.06.n	Federal Code Title III Federal Code Title III, Sec. 3113(b)(2), Sec. 3116(b)(3) State Code Title: 08.02.03.004.04	Federal Code Title III Federal Code Title III, Sec. 3113(b)(2), Sec. 3116(b)(3) State Code Title: 08.02.03.004.04	House Bill 451 and 526	Statutes: 33-1614,33-1615,33-1616	Idaho Code 08.02.03.111	IDAPA 08.02.03.105.03 *PSAT is Optional	IDAPA §33.402.7
Grades tested	3-8 and 10 (9 & 11 optional)	3-8 and 11	5 & 7	5, 7, & 10	12-Oct	K-12	K-12	K-3	K-3	4, 6, 7, 8, 11, 12 and age 15	11	7-12
Course or subject tested	ELA & Math	ELA & Math	Science	Science	Biology & Chemistry	English Language	English Language	Reading	Reading	Reading, Math, Science, Computer Literacy, College Readiness	College Readiness	Civics
Students eligible or required to take assessment	Required for grades 3-8 & 10 (9 & 11 optional)	Required for Grades 3-8 & 11 for students that meet the Alternate Assessment Participation Eligibility Requirements	Grades 5 & 7	Grades 5, 7, & 10 for students that meet the Alternate Assessment Participation Eligibility Requirements	Required to participate in at least one of the EOCs for grades 10-12	Required for all K-12 students in a Limited English Language Program (ELP). Eligibility for ELP services based on: Home Language Survey and results from WIDA Screener or W-APT	For students who meet the Alternative Participation Eligibility Requirements	Required for all K-3 public school students	Required for all K-3 public school students	Grades 4, 8, 12 (TIMSS); Age 15 (PISA); Grade 4 (PIRLS); Grades 6, 7, * (MGLS); Grade 8 (ICLS);	Required for all 11th grade students to take one college entrance exam (state funds the SAT for all Idaho public school students)	Law allows students beginning in 7th grade to take the test or they have the option to take it at any grade up until their senior year (12th grade). The student must pass the assessment, once, in order to graduate.
Type of assessment	Summative	Summative	Summative	Summative	Summative	Summative	Summative	Benchmark (screener only)	Summative	Summative	Benchmark	Formative
To which content standards	Idaho Content Standards	Idaho Content Standards; NCSC Core Content Connection	Idaho Content Standards	Idaho Content Standards	Idaho Content Standards	WIDA ELD Standards	WIDA ELD Standards	N/A	N/A	N/A	Idaho Core Standards	U.S. History & Government

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<b>Intended purpose(s)</b>	Personal Student Achievement on state standards	Accountability	Accountability	Accountability	Accountability	Monitor and measure English language development, growth, and proficiency	Monitor and measure English language development, growth, and proficiency	Identify students who may be at risk for reading failure	To provide an alternate reading assessment for students that meet the participation requirements	State and countries comparison of student performance	College Entrance & placement exam, accountability, one measure of college and career readiness	To determine if Idaho students can demonstrate a knowledge and understanding of the fundamentals of United States history.
<b>Appropriate uses</b>	Accountability	Accountability; Program evaluation	Accountability, Ed Facts, curriculum development, PD, adjusting instruction	Accountability	Accountability, Ed Facts, curriculum development, PD, adjusting instruction	Ed Facts, LEP Program adjustments, adjustments with ELPs, exiting students from LEP program, adjusting instruction	Ed Facts, LEP Program adjustments, adjustments with ELPs, exiting students from LEP program, adjusting instruction	Identify students that may be at risk for reading failure. Once identified assess using diagnostic assessment(s) and place in appropriate intervention program	Identify students that may be at risk for reading failure. Once identified assess using diagnostic assessment(s) and place in appropriate intervention program	Provide longitudinal state and national data on student academic progress in ELA, mathematics, science and other subjects; Inform ways to improve education in Idaho and in the US; Application of competencies in real-world contexts; Provide longitudinal national data on student academic progress in ELA, mathematics, science; inform ways to improve education in the US	To assist Idaho educators determine where students are relative to college and career readiness benchmarks established by The College Board. Can inform needed areas of support and guide conversations around career / college next steps.	Embedded into instruction; questioning, tasks, etc.

**Idaho Comprehensive Assessment Program Inventory 2017-2018**

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Should not be used for...	Accountability, comparisons, evaluation, improvement	Evaluate, comparisons, evaluations, constructed responses	Growth measures			Non-LEP students	Non-LEP students	Some district administrators - some use it for teacher evaluation. This assessment should not be used for teacher evaluation. The IRI is a screener not a diagnostic measure and teachers should not be evaluated on the intended purpose (screener)		Analyses of LEA or school-level performance	State accountability due to not being aligned standards	
Type of administration	Online	Online	Online	Portfolio	Online	Online (primarily) & paper/pencil for select students	Online (primarily) & paper/pencil for select students	Paper/Pencil	Online	Paper/Pencil & Digital Based Assessment	Paper/pencil	Online
Item type(s)	Performance task, open response, selected response, technology enhanced	Select responses, open responses, constructed responses	Multiple choice	Task-based		Multiple choice, short answer, essay and reading passages	Multiple choice, short answer, essay and reading passages	Fluency & reading passages	Core Phonics Survey or Student Based Assessment Measure	Multiple choice, short answer, extended answer/constructed response	Multiple choice	Short answer/ fill in the blank
Test administration time	Varies	3-4 hours	60-90 minutes	Varies	60-90 minutes	1-2 hours depending on the grade level span	1-2 hours depending on the grade level span	No more than 10 minutes; 1 minute per probe	30 minutes	60-90 minutes	5-6 hours	Varies
Testing window	March 19-May 18	March 30-May 15	March 20-May 19	Jan. 1-March 31	Feb. 26th-May 18th	Jan. 29-March 9	Jan. 29-March 10	Aug. 21-Sept. 29 & April 16-May 18	Sept. 1-29; May 1-31	Jan. 29-March 9 and March 5-May 25	SAT-April 10, 2018 & Make-up April 24, 2018; ACCUPLACER Feb. 5- April 30	District decision
Test frequency	Once per year	Once per year	Once per year	Once per year	Once per year	Once per year	Once per year	Twice a year (winter optional)	Twice a year (winter optional)	State testing in odd year National testing in even years	Once per year	Continually, until student passes

**Idaho Comprehensive Assessment Program Inventory 2017-2018**

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<b>Results turn around time</b>	10 days	10 days	Results mid-June	5-6 months	Results mid-June	2 months	3 months	2-3 weeks after reporting deadline	No state level results	6-14 months	2 months from close of test window.	Instantly
<b>Vendor</b>	AIR & Smarter Balance	AIR & Smarter Balance; NCSC Core Smarter Connection	AIR & Smarter Balance; NCSC Core Smarter Connection	SDE Application	AIR	DRC and WIDA	DRC and WIDA	SDE Application	Istation	National Center for Education Statistics	The College Board	U.S. Citizenship and immigration services
<b>Contract expiration date</b>	2019	2017 with optional 2 year extension	6/30/2019	N/A	6/30/2019	6/30/2018	7/1/2018	N/A	N/A	6/30/2019	6/30/2018	N/A
<b>Annual cost per student</b>	AIR \$17.11; Smarter Balanced \$9.55; Total = \$26.66	\$233.00	\$3.85	\$20-\$30	\$3.85	\$25.75; \$185.75 braille	\$75.00		0	0		0
<b>Intervention</b>	ISAT intervention funding	N/A	ISAT intervention funding	N/A	N/A	Title III Funding	Title III Funding	300.00 per student for testing (fall and spring), intervention (below basic and basic students), and transportation	N/A	N/A	N/A	N/A
<b>Funding Source</b>	State & Federal	State & Federal	State & Federal	Federal	State	State	State	State	State	Federal	State	N/A

## Appendix C: Resources

This list provides links to frequently accessed sites. Links to specific assessment portals or external websites are also included.

- Idaho State Department of Education Assessment and Accountability:
  - [Assessment Main Page](#)
    - Main page to navigate to each state assessment, calendar of events, resource center, and pending rule changes
  - [Resource Center](#)
    - Archived monthly webinars and newsletters; portals for ADEA, Assessment Monitoring, Incident Log, I-Pass, IRI, ISAT, Participation Appeals, WIDA AMS; resource files, FAQs, trainings and links for each of the portals
      - [Edmodo](#)
        - Annual Test Coordinators User Group - To subscribe, contact the Assessment and Accountability department for the current code
  - [Pending Rule Changes](#)
    - Keep up-to-date with any SDE pending rule changes
  - [Civics Assessment](#)
  - [College Entrance Exams](#)
    - College Board:
      - [Main Webpage](#)
      - [SAT](#)
      - [PSAT](#)
      - [ACCUPLACER](#)
      - [ACCUPLACER Portal](#)
  - [English Language Proficiency Assessment](#)
    - WIDA
      - [WIDA Main Page](#)
      - [WIDA AMS](#)
  - [Idaho Reading Indicator](#)
  - [ISAT Comprehensive Assessment System](#)
    - [Digital Library](#)
    - [ISAT ELA](#)
    - [ISAT Math](#)
  - [Idaho System for Educational Excellence \(ISEE\)](#)
  - [National and International Assessments](#)
    - National Assessment of Educational Progress (NAEP):
      - [General Information](#)
        - Previous reports, data tools, news releases, and sample questions
      - [MyNAEP](#)
  - [Science](#)
  - [Special Education](#)