



# KEEPING INFORMED

## ISAT by Smarter Balanced® Assessment



SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

# DIVISION OF ASSESSMENT AND ACCOUNTABILITY

The Idaho Standards Achievement Test (ISAT) in  
ELA/LA/Literacy, Math, & Science

The Idaho Standards Achievement Test – Alternate  
Assessment

The Idaho English Language Assessment for English  
Language Learners (IELA)

**Idaho Reading Indicator (IRI)**

**Biology End of Course Assessment**

**Chemistry End of Course Assessment**

**SAT & PSAT**



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# DIVISION OF ASSESSMENT AND ACCOUNTABILITY

**Civics End of Course Assessment (while it is a graduation requirement, we have no responsibility for its administration)**

**National Assessment on Educational Progress (NAEP)  
Trends in International Math and Science Study (TIMSS)  
Program for International Student Assessment (PISA)  
Progress in International Reading Literacy Study (PIRLS)**

**(Not every year, not every district, not every student, not the entire test – only a section)**



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# COMPREHENSIVE ASSESSMENT SYSTEM

## A three-legged stool

**Interim  
Assessments**



**Digital Resource  
Library including  
Formative  
Assessments**

**ISAT Summative Assessment**



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# ISAT TESTING UPDATES

The first year change is always the most difficult and, as such, we had some anticipated events. Many districts reported no troubles at all.

Tested 182,055 students in ELA and math and 43,444 in science.



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# ISAT TESTING RESULTS

## ISAT 2015 Results - % Proficient & Advanced

<b>Grade</b>	<b>English/LA</b>	<b>Math</b>	<b>Science</b>
<b>3</b>	<b>48.3</b>	<b>49.9</b>	<b>NA</b>
<b>4</b>	<b>46.4</b>	<b>43.4</b>	<b>NA</b>
<b>5</b>	<b>52.3</b>	<b>38.2</b>	<b>62.9</b>
<b>6</b>	<b>48.5</b>	<b>36.5</b>	<b>NA</b>
<b>7</b>	<b>50.8</b>	<b>38.3</b>	<b>50.2</b>
<b>8</b>	<b>51.7</b>	<b>37.0</b>	<b>NA</b>
<b>10 - 12</b>	<b>60.6</b>	<b>30.3</b>	<b>64.8*</b>



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# MAIN ISSUES

- Pockets of concern about new assessment, a totally new system and platform, manuals, etc.
- Length of exam
- Timing of Results
- Reports



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# MAIN ISSUES – IT'S ALL NEW

- Concerns about new assessment, a totally new system and platform, manuals, etc. Not as widespread as anticipated.
- People not reading the test administration manuals and not following procedures
- Educators pulling up the wrong test as the Interim Assessments were still available.





# Main Issue – Pockets of Concern & Preparedness

Change is very hard for most people and there were many that were upset even before the assessment was given.

Once the assessment was begun, our office saw fewer problems coming through via the help desk, calls, and emails.

Our educators are asking to keep things as they are and not keep changing things.

Districts need ongoing data from assessments that test high order thinking concepts and skills.



# LENGTH OF EXAM

“Everybody wanted a shorter exam!”



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# LENGTH OF EXAM

**Reduced ELA/LA by  
30 mins.**

**Reduced Math by  
30 mins.**

**TOTAL REDUCTION  
OF 1 HOUR**



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# TIMING OF RESULTS

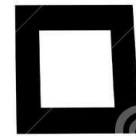
**Scoring of Writing**

**Software Glitch**

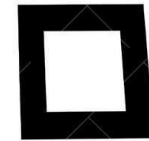
**System Shut-Down**

## RESULTS

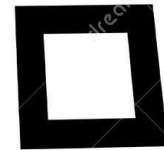
**excellent**



**good**



**satisfactory**



**poor**



# TIMING OF RESULTS

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## Scoring of Writing

It took more individuals and much longer than originally anticipated by AIR's subcontractor, Measurement Incorporated, to score the writing components. Recruitment and training of additional scorers took much longer than the original timeline. Steps to ensure it will not happen have already been taken by AIR and shared with us.



# SCORING OF WRITING

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The SDE will work to continue to recruit teachers to score this year.

Many testing/scoring companies only pay \$12/hour so it is very difficult to recruit, train, and especially retain teachers at that rate of pay.



# TIMING OF RESULTS

- Software glitch between AIR and Measurement Incorporated software systems caused delay.



- AIR System planned a system shut down in the summer, hadn't planned writing issue, so it was another 4 weeks added onto the delay.



# ISAT SOLUTION

- Software glitch between AIR and Measurement Incorporated has been rectified and a great deal of proactive work has been done to ensure this doesn't happen in the future.



- AIR System planned system shut down in the summer will last only four days.



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# REPORTING

Lots of chatter about reporting – some accurate, some is not.

First year so I'll address a bit. Working now to improve parent and teacher reports.

District decision how to provide the Parent and Student Report.



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# REPORTS

**ACHIEVEMENT**

	NOV.	FEB.	APRIL	JUNE
Reading	B	A	A	A
Mathematics	B	B	B	A
Language Arts	B	A	A	A
Applied Spelling	B	B	A	A
Science	A	A	A	A
Social Studies	B	B	B	A
Handwriting		A	B	A
Art	A	A	A	A
Physical Education		B	B	A
Music - Vocal	B	A	A	A
Instrumental				

A - Excellent    B - Good    C - Satisfactory  
D - Poor    F - Failure

**PERSONAL GROWTH AND DEVELOPMENT**

	NOV.	FEB.	APRIL	JUNE
Effort	S	S	S	S
Conduct	S	S	S	S
Preparedness	S	S	S	S
Courtesy	S	S	S	S
Health Habits	S	S	S	S

S - Satisfactory    U - Unsatisfactory

## Individual Student Report

How did my student perform on the Mathematics test?

Test: Smarter Interim Comprehensive Assessment Mathematics Grade 6

Year: 2015-2016

Name: Balderson, Jude J.

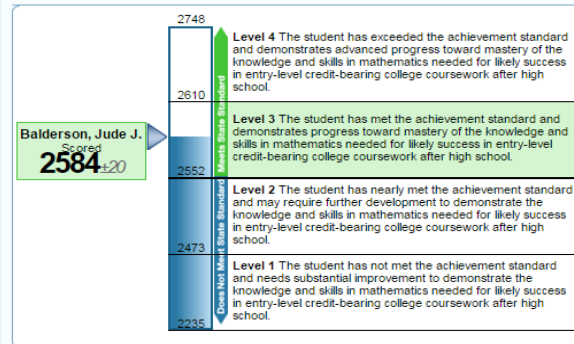
Legend: Claim Achievement Category

⚠ Below Standard    ⚪ At/Near Standard    ✅ Above Standard

### Student Test Performance

Name	SSID	Opportunity	Scale Score	Achievement Level
Balderson, Jude J.	664929978	Opportunity #1 9/14/2015	2584 ±20	Level 3

### Scale Score and Overall Performance



### Comparison Scores

Name	Average Scale Score
Idaho	2510 ±7
LEGACY CHARTER SCHOOL DISTRICT (478)	2518 ±11
LEGACY CHARTER SCHOOL (478_1340)	2518 ±11

### Student Test Performance

Claim	Performance Claim	Claim Title	Claim Description
Concepts and Procedures	✅	Above Standard	Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	⚪	At/Near Standard	Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	⚪	At/Near Standard	Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.



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# INDIVIDUAL STUDENT REPORT

## Individual Student Report

How did my student perform on the Mathematics test?

Test: Smarter Interim Comprehensive Assessment Mathematics Grade 6

Year: 2015-2016

Name: [REDACTED]

### Legend: Claim Achievement Category



Below Standard



At/Near Standard

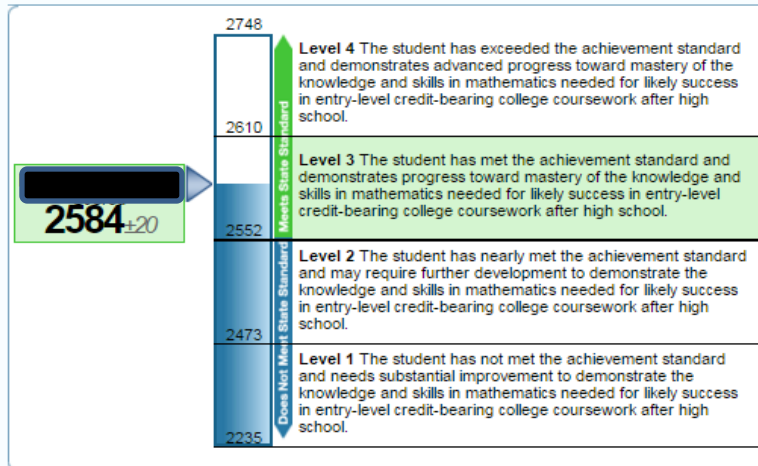


Above Standard

### Student Test Performance

Name	SSID	Opportunity	Scale Score	Achievement Level
[REDACTED]	664929978	Opportunity #1 9/14/2015	2584 ±20	Level 3

### Scale Score and Overall Performance



### Comparison Scores

Name	Average Scale Score
Idaho	2510 ±7
[REDACTED]	2518 ±11
[REDACTED]	2518 ±11

### Student Test Performance

Claim	Performance Claim	Claim Title	Claim Description
Concepts and Procedures	✓	Above Standard	Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	⊖	At/Near Standard	Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	⊖	At/Near Standard	Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

# Achievement Level Report

## Student Performance in Each Achievement Level

How did my students perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 8

Year: 2014-2015

Name: [Redacted]

Legend: Achievement Levels  
■ %Level 1 ■ %Level 2 ■ %Level 3 ■ %Level 4

### Average Scale Score, Percent Proficient and Percentage in Each Achievement Category

Smarter Summative ELA/Literacy Grade 8 Test for Students in [Redacted]

Breakdown By: ALL Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	21463	2566 ±1	52	20 29 39 13
[Redacted]	364	2565 ±4	52	18 30 40 12
[Redacted]	364	2565 ±4	52	18 30 40 12
[Redacted]	8	2661 ±21	100	50 50
[Redacted]	2	2716 ±25	100	100
[Redacted]	87	2606 ±8	77	5 18 57 20
[Redacted]	93	2592 ±8	67	8 26 51 16
[Redacted]	19	2574 ±16	63	11 26 53 11
[Redacted]	21	2576 ±19	62	19 19 48 14
[Redacted]	71	2583 ±10	61	15 24 46 14
[Redacted]	17	2583 ±16	59	12 29 53 6
[Redacted]	14	2570 ±21	57	21 21 50 7
[Redacted]	18	2569 ±19	56	11 33 44 11
[Redacted]	74	2575 ±9	55	15 30 45 11



# SAME CLASS, INDIVIDUAL LEVEL CLAIM REPORT

Scale Score	Achievement Level	Reading Performance Level	Listening Performance Level	Writing Performance Level	Research/Inqui Performance Level
2424 ±32	1	⚠	⚠	⚠	⊖
2474 ±28	1	⚠	⚠	⊖	⚠
2427 ±34	1	⚠	⚠	⚠	⊖
2438 ±28	1	⚠	⊖	⚠	⚠
2518 ±28	2	⊖	⊖	⊖	⚠
2548 ±27	2	⚠	⊖	⊖	⊖
2516 ±27	2	⚠	⊖	⊖	⚠
2521 ±26	2	⊖	⊖	⊖	⊖
2583 ±25	3	⊖	✓	⊖	⊖
2573 ±26	3	⊖	✓	⊖	⊖
2637 ±27	3	✓	✓	⊖	⊖
2635 ±27	3	✓	⊖	✓	⊖
2623 ±27	3	✓	⊖	⊖	⊖
2633 ±28	3	✓	⊖	⊖	⊖
2606 ±25	3	⊖	⊖	⊖	⊖
2598 ±26	3	⊖	⊖	⊖	⊖
2665 ±27	3	✓	⊖	✓	⊖
2579 ±27	3	⊖	✓	⊖	⊖
2709 ±28	4	✓	⊖	✓	✓
2689 ±26	4	✓	⊖	✓	⊖
2701 ±29	4	✓	⊖	✓	✓

## Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
[Redacted]	2565 ±4
[Redacted]	2565 ±4
[Redacted]	2576 ±19
[Redacted]	2576 ±19

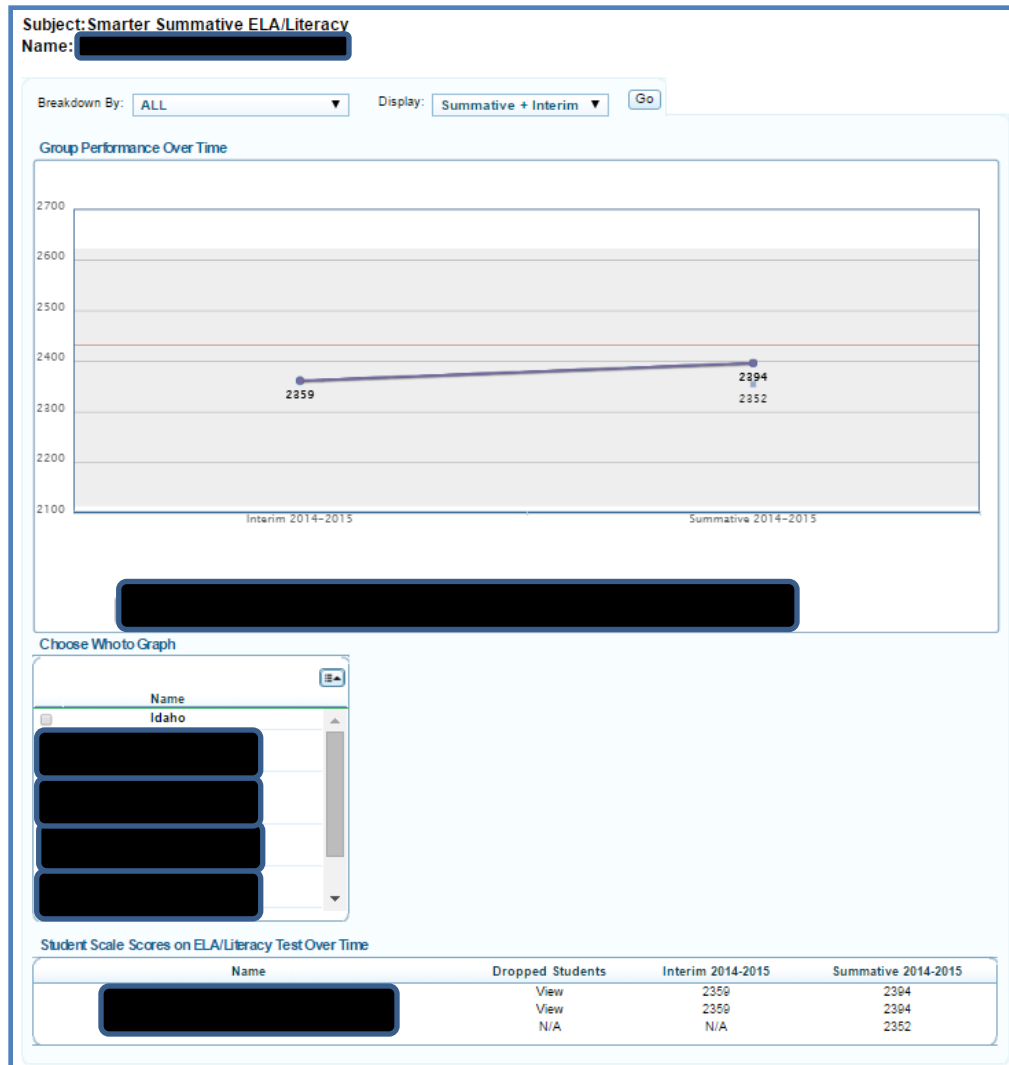
### Legend: Claims Performance Levels

 Below Standard
  At/Near Standard
  Above Standard

# TREND REPORT, INTERIM TO SUMMATIVE

## Trend Report

35 point gain from February to May for these 20 students



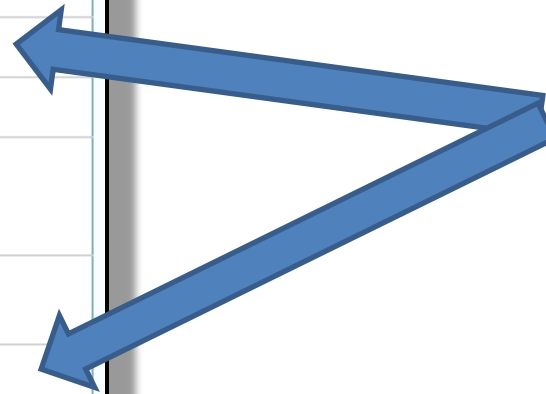
## Performance on Each Target Smarter Summative ELA/Literacy Grade 3 Test for Students

Target	Performance Level
<b>Reading</b>	
(Informational Text) KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.	=
(Informational Text) CENTRAL IDEAS: Identify or summarize central ideas/ key events, or procedures and details that support them.	=
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary)	=
(Informational Text) REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author's point of view, ideas and supporting details, relationships)	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information)	=
(Informational Text) TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information	+
(Informational Text) LANGUAGE USE: Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context	+
(Literary Text) KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences	-
(Literary Text) CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text	=
(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary)	=
(Literary Text) REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author's lesson or message	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme)	-
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information	*
(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	=

# ASSESSMENT TARGET REPORT

### Legend: Strength And Weakness Indicator

- + Better than performance on the test as a whole
- = Similar to performance on the test as a whole
- Worse than performance on the test as a whole
- \* Insufficient Information



# Interim block report

Number of Blocks Tested	Number of Blocks Above Standard	Operations and Algebraic Thinking Performance Level	Numbers and Operations in Base 10 Performance Level	Fractions Performance Level	Mathematics Performance Task Performance Level
1	0	N/A	⚠	N/A	N/A
2	0	⊖	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
2	0	⚠	⚠	N/A	N/A
2	0	⚠	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
1	0	N/A	⚠	N/A	N/A
2	0	⊖	⚠	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
1	0	N/A	⊖	N/A	N/A
1	0	N/A	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
2	0	⚠	⊖	N/A	N/A
2	0	⊖	⊖	N/A	N/A
2	1	⊖	✓	N/A	N/A
1	1	N/A	✓	N/A	N/A
2	1	⊖	✓	N/A	N/A
2	2	✓	✓	N/A	N/A



# SOLUTIONS

Listened to the field as to what their problems were and worked to rectify those issues.

- Less anxiety since everyone now knows what to expect.
- Continue to provide a great deal of professional development – on-site as well as via webinars regarding the assessment system and how to best use the data to inform instruction.



# SOLUTIONS

<b>Boise</b>	<b>February 1, 2016</b>	<b>142</b>
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<b>Coeur D'Alene</b>	<b>February 3, 2016</b>	<b>47</b>
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<b>Lewiston</b>	<b>February 4, 2016</b>	<b>52</b>
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<b>Pocatello</b>	<b>February 11, 2016</b>	<b>103</b>
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<b>TOTAL</b>		<b>344</b>
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# SOLUTIONS

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Meet face-to-face with districts on an ongoing basis and be able to discuss issues in order to rectify any problems.



Increase the amount and type of training regarding using assessment data to inform instruction.

# SOLUTIONS

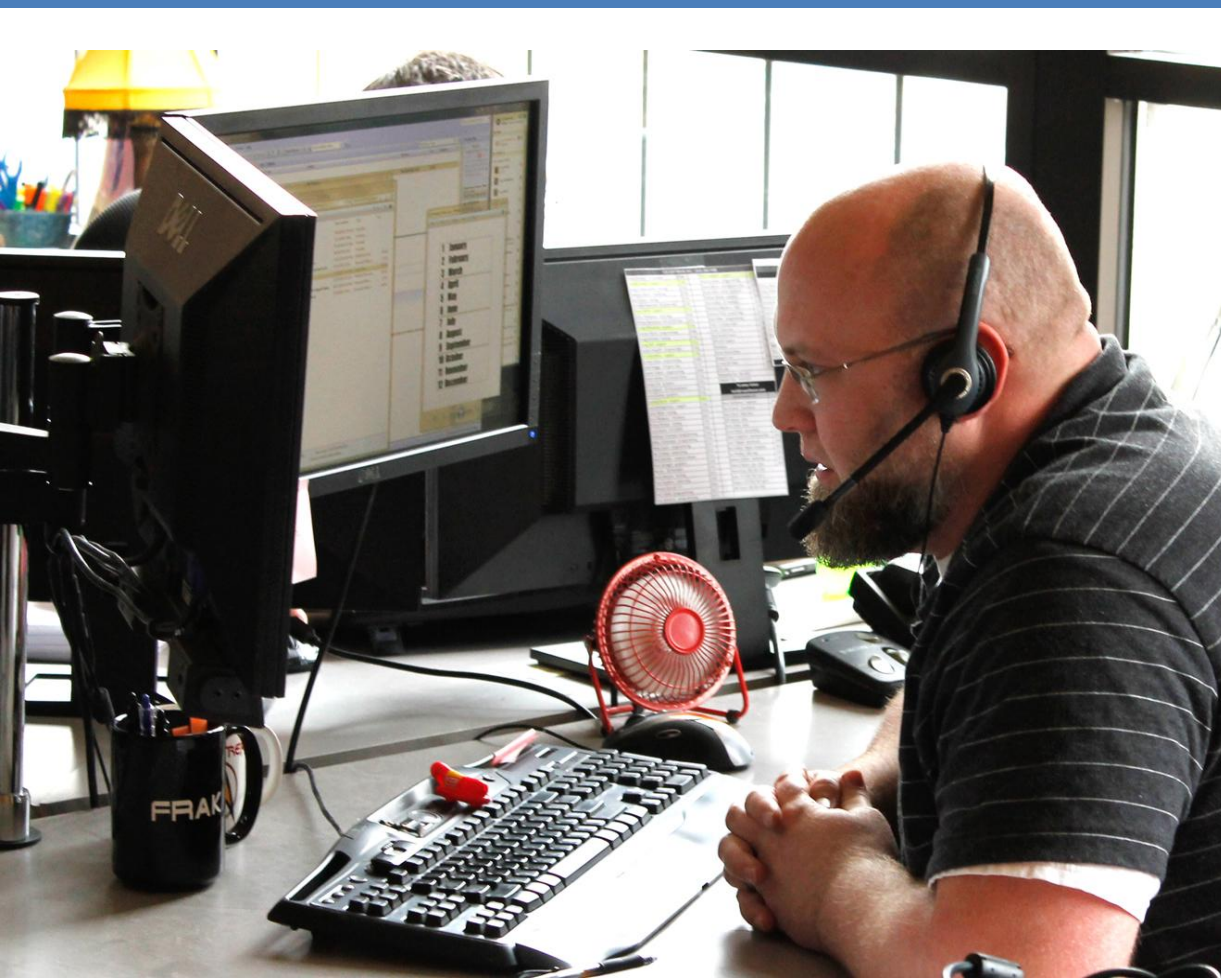
Assessment is a component of great instruction. There are a variety of assessments in order to do this. As a result, one of the solutions is to provide additional professional development regarding our assessment system, including the use of formative and interim assessments, to strengthen the assessment literacy of our educators.



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# SOLUTIONS



**Together with our vendors, we will continue to offer the best customer service possible.**

**The hours for customer service are inclusive of all school hours.**

**The SDE staff also provides support during the entire testing window.**



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# UPDATES ON OTHER ASSESSMENTS

## ISAT – ALT

**Working with our Special Education Department, we have secured a vendor for this year's administration. Testing per student costs for this population are incredibly high. Together we are already working on how to best secure, deliver, score and report this test for 2016 – 2017 and future years.**



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# UPDATES ON OTHER ASSESSMENTS

## ISAT Science



**Tested only at grades 5 and 7**

**Tested 43, 444 students in  
2014 – 2015**



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# SAT RESULTS

	2015	2014	2013	2012
<b>Total Number of Students</b>	16,795	16,579	16,921	16,568
<b>Mean – Critical Reading (800)</b>	461	465	454	448
<b>Mean – Math (800)</b>	449	461	453	454
<b>Mean – Writing (800)</b>	443	438	447	447
<b>Mean – Composite (2400)</b>	1,353	1,363	1,354	1,349
<b>Met Benchmark – CR (500)</b>	37%	38%	33%	33%
<b>Met Benchmark – Math (500)</b>	32%	36%	32%	34%
<b>Met Benchmark – Writing (500)</b>	30%	26%	31%	31%
<b>Met Benchmark – Composite (1550)</b>	25%	25%	24%	25%



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# English Language Assessment – WIDA Access 2.0

**The WIDA Access 2.0 is a new assessment this year.**

**Given K-12 as appropriate**

**SY 2014 – 2015, 13,289 students were administered this assessment. This number is expected to rise.**

**Appropriation has not increased with rising numbers**



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# END OF COURSE EXAMS – BIOLOGY & CHEMISTRY

Can be banked after student passes the course. Students do not need to be proficient but simply need to participate.

**SY 2014 – 2015, there were 18,745 students that took the Biology End of Course exam.**

**1,780 students took the End of Course exam in Chemistry.**



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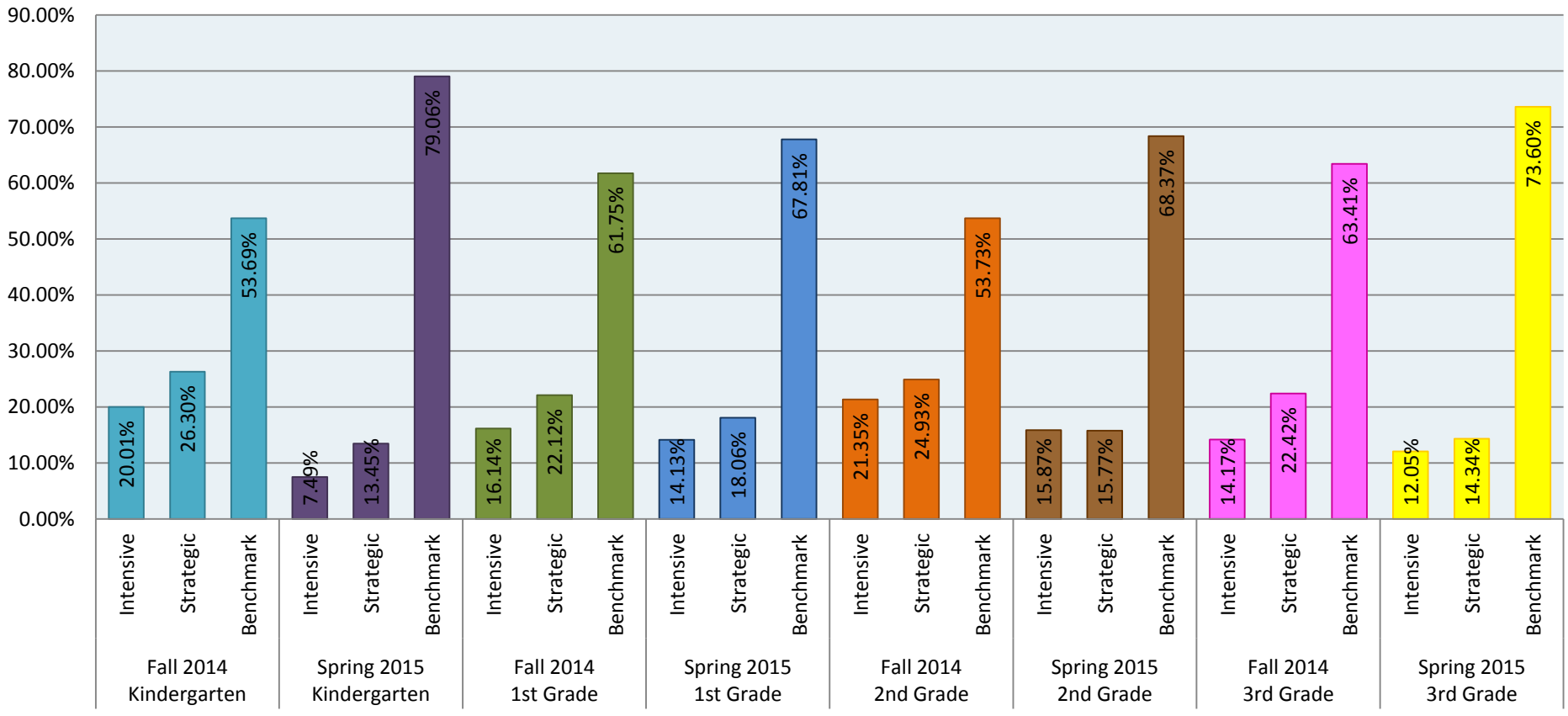


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# IDAHO READING INDICATOR (IRI)

Fall 2014 - Spring 2015



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# NAEP

**The National Assessment of Educational Progress (NAEP) is a national assessment that is designed for a national look at the nation's educational progress.**

**The NAEP is not like the ISAT. Only a small portion of Idaho's students take a piece of the assessment every other year. No student in any state takes the entire NAEP assessment as it would be too lengthy. Since not all Idaho students take the NAEP and no Idaho students take the entire test, it is not appropriate to compare Idaho's NAEP results and ISAT results.**

**However, states can statistically compare their results with others to obtain a generalized view of student progress.**



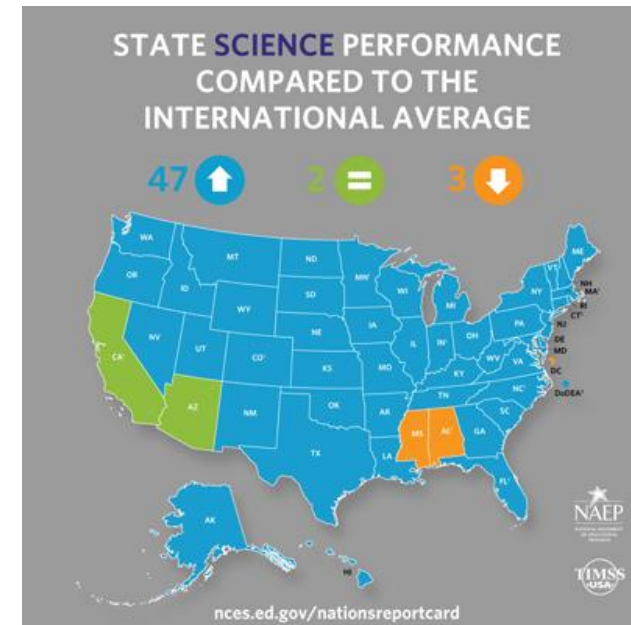
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# NAEP

Idaho schools are currently participating in the NAEP 2016 National Arts Assessment (Music and Visual Arts) and Digitally Based Assessments Pilots in reading, mathematics, and writing).

2015 was a state NAEP testing year. 240 schools and nearly 18,000 students participated.



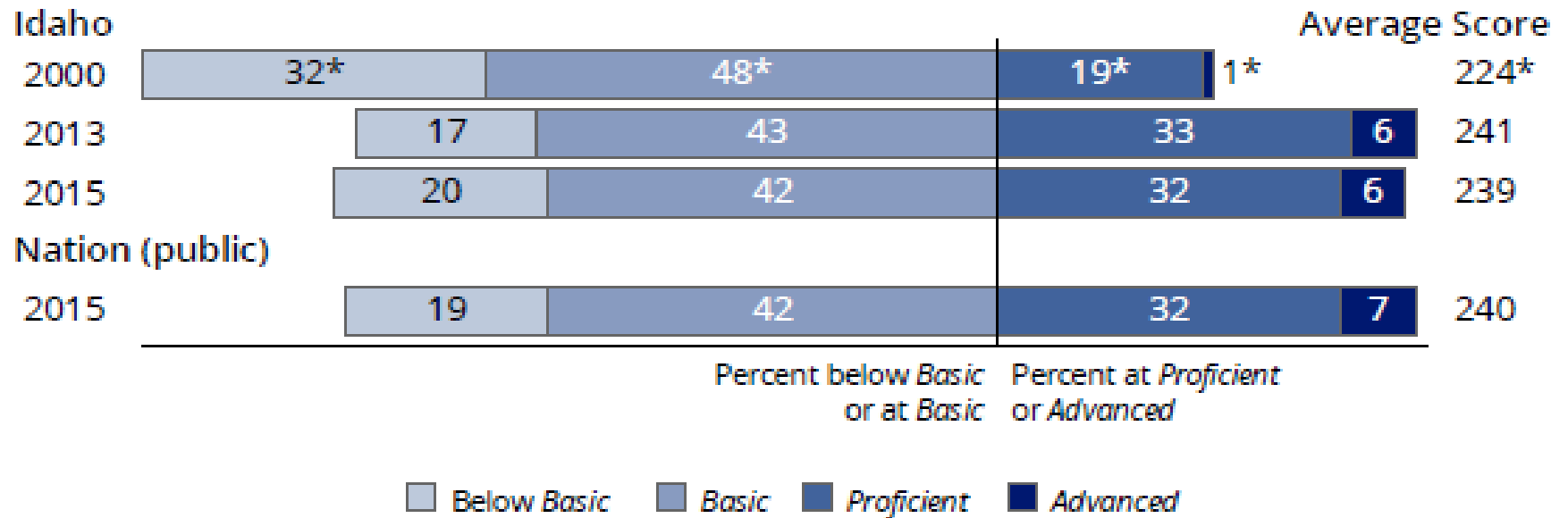
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# NAEP RESULTS – IDAHO COMPARISON TO OTHER STATES

## Reading

### Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.



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# INTERNATIONAL ASSESSMENTS

## Organization for Economic Cooperation and Development

**TIMSS** – Trends in International Math and Science Study

Spring 2015 Idaho schools participated in grades 4 and 12

**PISA** – Program for International Student Assessment

Fall 2016 Idaho schools will participate for the first time

**PIRLS** – Progress in International Reading Literacy

2016 Idaho schools will participate for the first time

Benefits of participation by Idaho schools and students:

Inform national education policy

Monetary compensation to schools, teachers, and students

Experience taking the assessments



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# ESSA Requirements in Assessment

- **Peer Review**
- **Yearly assessment – same stringent requirements**
- **High school test – can utilize college readiness assessment (some guidance is needed)**
- **Some flexibility, especially to 7 states for creative assessment system.**





# STAFF

**Director: Dr. Cheryl Finley**

**ISAT ELA and Math: Nancy Thomas Price**

**ISAT Alt: Karlynn Laraway**

**ISAT Science & End of Course Assessments: Cathy Salas**

**Idaho Reading Initiative: Stephanie Lee**

**ELL WIDA – Access 2.0 and College & Career Readiness: Melanie Jones**

**NAEP: Kevin Whitcomb**

**Statistician: Ayaka Nukui**

**Administrative Assistant: Beverly Bracewell**



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**Cheryl Finley, Director of Assessment**  
**[cfinley@sde.idaho.gov](mailto:cfinley@sde.idaho.gov)**  
**208-332-6976**



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