SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

Assessment Update

Outline

Idaho Standards Achievement Test ELA/Math

- 2016 Assessment Results
- Testing Times

System of Support for Teachers, Parents & Students

- Reports and Data

Questions

ISAT English Language Arts

Grade	2015	2016	% Change
3	48	49	+1
4	46	50	+4
5	52	54	+2
6	49	51	+2
7	51	53	+2
8	52	54	+2
10	60	62	+2

*Taken from the AIR Online Reporting System – reflects ALL students

ISAT Math

Grade	2015	2016	% Change
3	50	52	+2
4	43	47	+4
5	38	40	+2
6	36	39	+3
7	38	42	+4
8	37	38	+1
10	30	31	+1

*Taken from the AIR Online Reporting System – reflects ALL students

ISAT Testing Time* 2016

Grade	ELA	Math	TOTAL	+/- 2015
3	3:28	2:00	5:28	No Change
4	3:30	1:56	5:24	- 15 minutes
5	3:29	2:22	5:51	- 30 minutes
6	3:17	2:08	5:25	No Change
7	2:49	1:40	4:28	-15 minutes
8	2:49	1:51	4:40	- 15 minutes
10	2:31	1:14	3:45	-20 minutes

*Average Time students were logged into the computer

ISAT Reports

Idaho ISAT Assessment System for ELA and Math

Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning**.

Smarter Balanced Assessment Consortium

DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress

SUMMATIVE ASSESSMENTS

Year-end assesments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English

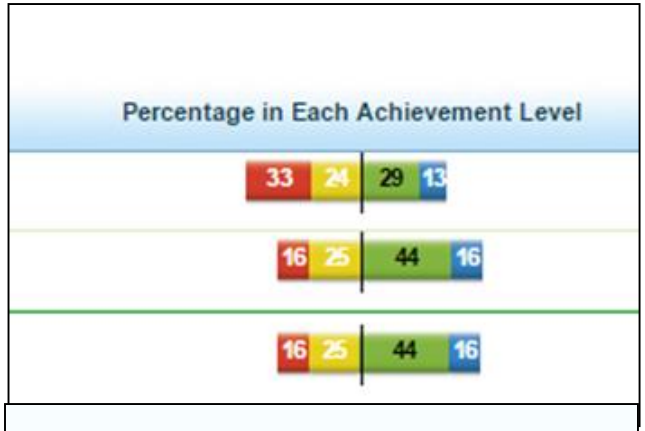
Reports

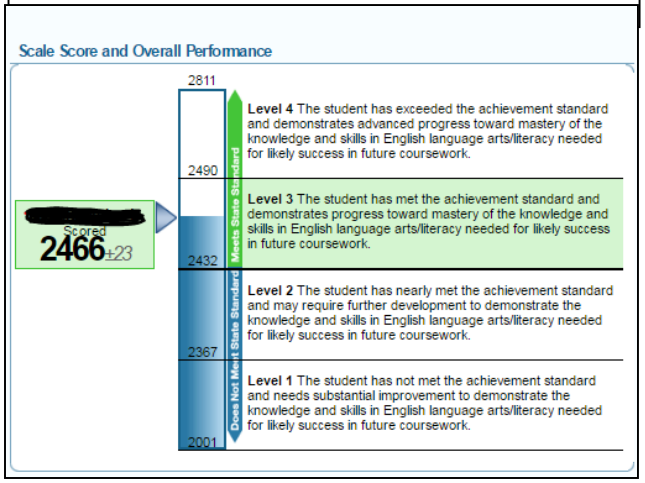
Online Reporting System (ORS) in the ISAT Portal (AIR)

- Individual Student Reports (ISR) available 10 days after test is submitted
- All scores were posted in the Online Reporting System (ORS) June 3, 2016 (Test window closed May 20, 2016)
  - Districts required to provide parent copies within 3 weeks of receipt at the district/school according to rules.

Proficiency

Achievement Levels 1-4





Performance

Scale Score	Achievement Level	Reading Achievement Category	Writing Achievement Category	Listening Achievement Category	Research/Inquir Achievement Category
2632 ±26	4	✓	✓	✓	✓
2538 ±24	3	✓			
2564 ±23	3			✓	✓
2561 ±24	3		✓		✓
2463 ±27	2				
2477 ±26	2			!	
2427 ±23	1	!	!	!	
2433 ±23	1	!	!		
2451 ±24	2				!
2517 ±27	3			✓	
2473 ±25	2		!		

Student Performance on Claims

Claim	Performance	Performance Description	Claim Description
Reading		At/Near Standard	Student may be able to read closely and analytically to comprehend a range of increasingly complex litera informational texts.
Writing		At/Near Standard	Student may be able to produce effective and well-grounded writing for a range of purposes and audience
Listening		At/Near Standard	Student may be able to employ effective listening skills for a range of purposes and audiences.
Research/Inquiry	✓	Above Standard	Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present in

Writing Performance Based on Writing Rubric

Essay	Organization/Purpose	Evidence/Elaboration	Conventions
Narrative	The narrative response has little or no plot and may be too brief or unfocused. There may not be an attempt to establish a setting or characters. Events may not be organized and lack clear transitions.	The narrative response provides minimal elaboration and limited development. There may be connections to sources, limited narrative techniques, or use of language that may not advance the story.	The narrative response shows understanding of correct senter punctuation, capitalization, gran and spelling.

District Achievement

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level
Smarter Summative ELA/Literacy Grade 7 Test for Students in JOINT SCHOOL DISTRICT NO. 2

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	21925	2552 ±1	53	22 25 39 14
JOINT SCHOOL DISTRICT NO. 2 (002)	2965	2574 ±2	63	14 23 44 19
GALILEO MAGNET SCHOOL (002_2511)	70	2637 ±9	90	3 7 46 44
IDAHO FINE ARTS ACADEMY (002_1375)	28	2628 ±13	86	14 50 36
VIRTUAL SCHOOL HOUSE (002_1374)	16	2586 ±25	63	25 13 38 25
LAKE HAZEL MIDDLE SCHOOL (002_0207)	504	2585 ±4	68	11 21 46 22
LOWELL SCOTT MIDDLE SCHOOL (002_0010)	322	2584 ±5	66	13 21 43 24
EAGLE MIDDLE SCHOOL (002_0106)	421	2583 ±4	67	13 20 45 22
HERITAGE MIDDLE SCHOOL (002_2513)	403	2581 ±4	67	11 22 48 19
SAWTOOTH MIDDLE SCHOOL (002_0284)	362	2574 ±4	65	11 23 49 16
LEWIS & CLARK MIDDLE SCHOOL (002_0235)	361	2565 ±4	62	16 22 45 16
MERIDIAN MIDDLE SCHOOL (002_0011)	335	2547 ±5	49	21 31 39 10
PATHWAYS MIDDLE SCHOOL (002_0594)	72	2527 ±9	40	26 33 35 6

School Achievement and Teacher Achievement

Average Scale Score, Percent Proficient and Percentage in Each Achievement Level Smarter Summative Mathematics Grade 4 Test for Students in PARAMOUNT ELEMENTARY SCHOOL

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	22467	2477 ±1	47	20 33 29 18
JOINT SCHOOL DISTRICT NO. 2 (002)	2874	2495 ±1	58	13 29 33 25
PARAMOUNT ELEMENTARY SCHOOL (002_1290)	108	2520 ±6	77	4 19 45 31
Heuett, Cheryl	28	2527 ±11	86	4 11 54 32
Ostrum-Feldmann, Carrie	26	2523 ±12	77	4 19 42 35
Chambers, Trudy	27	2515 ±11	70	4 26 41 30
Summers, Jock	27	2515 ±11	74	4 22 44 30

Claims

Broad statements of the assessment system's learning outcomes

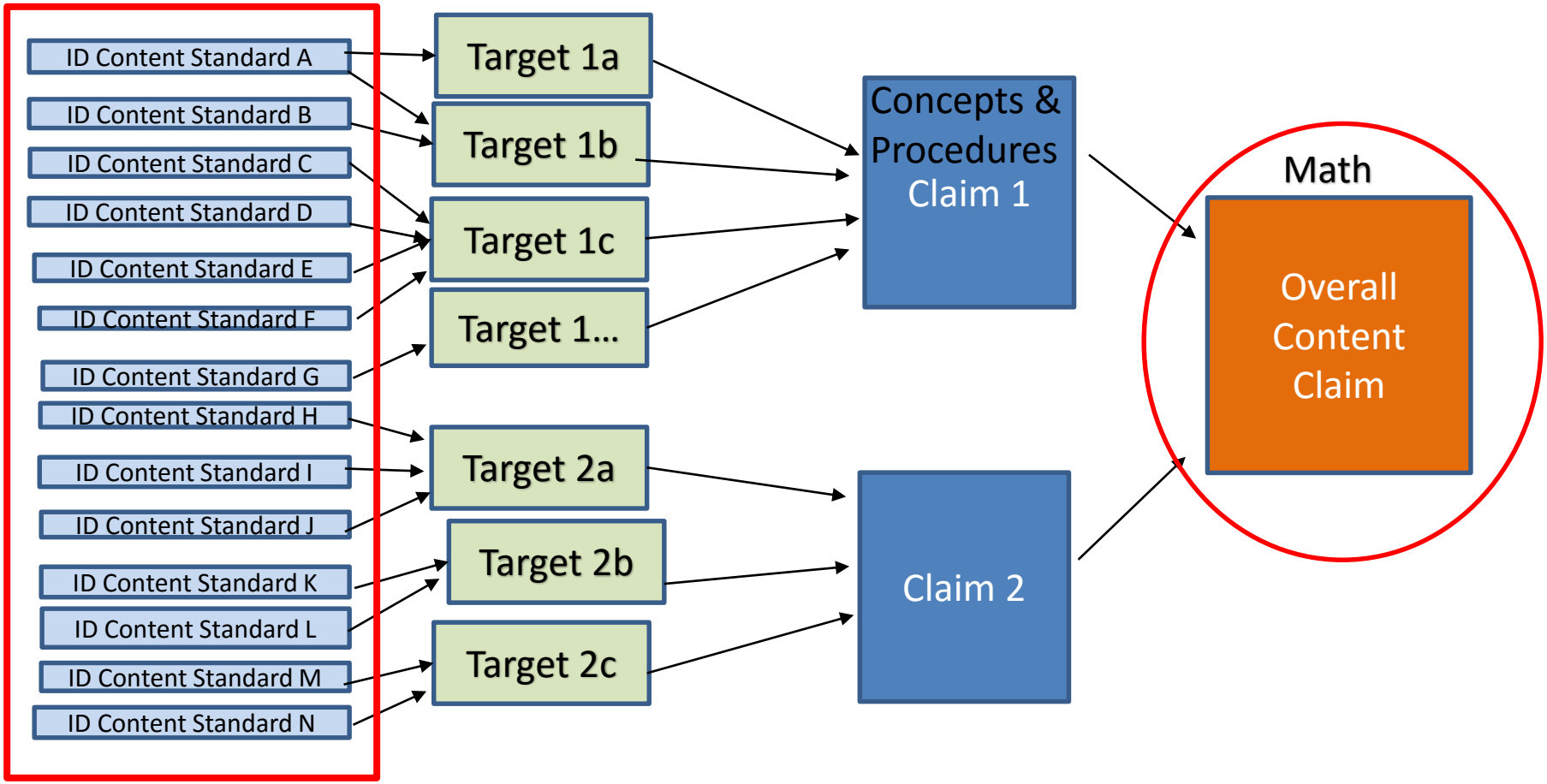
- **Four Claims in ELA/Literacy**
  - Reading
  - Writing
  - Listening
  - Research/Inquiry
  - Speaking*
- **Three Claims in Math**
  - Concepts and Procedures
  - Problem Solving & Modeling/Data Analysis
  - Communicating Reasoning

Targets

Descriptions of evidence needed to back up the Claim

GRADE 3 Summative Assessment Targets Providing Evidence Supporting Claim #1
Claim #1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Content for this claim may be drawn from any of the Grade 3 clusters represented below, with a much greater proportion drawn from clusters designated "m" (major) and the remainder drawn from clusters designated "a/s" (additional/supporting) – with these items fleshing out the major work of the grade. Sampling of Claim #1 assessment targets will be determined by balancing the content assessed with items and tasks for Claims #2, #3, and #4. Detailed information about how each Claim 1 assessment target is measured can be found in the Item Specifications "Mathematics Grades 3-5" zip folder available at http://www.smarterbalanced.org/smarter-balanced-assessments/.
Operations and Algebraic Thinking
Target A [m]: Represent and solve problems involving multiplication and division.[5] (DOK 1)
Target B [m]: Understand properties of multiplication and the relationship between multiplication and division. (DOK 1)
Target C [m]: Multiply and divide within 100. (DOK 1)
Target D [m]: Solve problems involving the four operations, and identify and explain patterns in arithmetic. (DOK 2)
Number and Operations—Base Ten
Target E [a/s]: Use place value understanding and properties of arithmetic to perform multi-digit arithmetic. (DOK 1)
Number and Operations—Fractions
Target F [m]: Develop understanding of fractions as numbers. (DOK 1, 2)
Measurement and Data
Target G [m]: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (DOK 1, 2)
Target H [a/s]: Represent and interpret data. (DOK 2)
Target I [m]: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (DOK 2)
Target J [a/s]: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (DOK 1)
Geometry
Target K [a/s]: Reason with shapes and their attributes. (DOK 1, 2)

Claims, Content Categories, Assessment Targets, and Standards



District Claim

JOINT SCHOOL DISTRICT NO. 2 (002)	2965	2574 ±2	63	Reading	2565 ±2	19 53 28
				Writing	2580 ±2	16 49 36
				Listening	2588 ±2	10 69 21
				Research/Inquiry	2565 ±2	13 55 32
CROSSROADS MIDDLE SCHOOL (002_1145)	69	2493 ±9	17	**ELA/Literacy**	**2493** ±9	
				Reading	2474 ±13	46 48 6
				Writing	2488 ±9	46 48 6
				Listening	2514 ±14	23 70 7
				Research/Inquiry	2481 ±14	38 52 10
EAGLE MIDDLE SCHOOL (002_0106)	421	2583 ±4	67	**ELA/Literacy**	**2583** ±4	
				Reading	2573 ±5	17 51 32
				Writing	2592 ±5	12 45 43
				Listening	2592 ±7	10 67 23
				Research/Inquiry	2571 ±6	14 51 35
GALILEO MAGNET SCHOOL (002_2511)	70	2637 ±9	90	**ELA/Literacy**	**2637** ±9	
				Reading	2646 ±12	3 41 56
				Writing	2640 ±8	40 60
				Listening	2652 ±14	3 53 44
				Research/Inquiry	2629 ±13	6 36 59
HERITAGE MIDDLE SCHOOL (002_2513)	403	2581 ±4	67	**ELA/Literacy**	**2581** ±4	
				Reading	2572 ±5	15 57 28
				Writing	2587 ±5	13 48 39
				Listening	2589 ±6	9 71 19
				Research/Inquiry	2576 ±6	12 52 36
IDAHO FINE ARTS ACADEMY (002_1375)	28	2628 ±13	86	**ELA/Literacy**	**2628** ±13	
				Reading	2631 ±16	7 36 57
				Writing	2624 ±16	7 46 46
				Listening	2665 ±30	7 46 46
				Research/Inquiry	2629 ±16	54 46
LAKE HAZEL MIDDLE SCHOOL (002_0207)	504	2585 ±4	68	**ELA/Literacy**	**2585** ±4	
				Reading	2568 ±5	17 52 31
				Writing	2596 ±5	13 46 41
				Listening	2594 ±6	8 69 23
				Research/Inquiry	2582 ±5	11 53 36
LEWIS & CLARK MIDDLE SCHOOL (002_0235)	361	2565 ±4	62	**ELA/Literacy**	**2565** ±4	
				Reading	2551 ±6	21 54 25
				Writing	2574 ±5	17 48 36
				Listening	2578 ±7	12 68 20

School Claim

Average Scale Score, Percent Proficient and Performance on Each Claim Achievement Category
Smarter Summative Mathematics Grade 4 Test for Students in BARBARA MORGAN STEM ACADEMY

Breakdown By: ALL Test Event: ALL GO Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Claims	Claim Average Scale Score	Percent at Each Claim Achievement Category
Idaho	22467	2477 ±1	47	**Mathematics**	**2477** ±1	
				Concepts and Procedures	2481 ±1	N/A
				Problem Solving and Modeling & Data Analysis	2472 ±1	N/A
				Communicating Reasoning	2469 ±1	N/A
JOINT SCHOOL DISTRICT NO. 2 (002)	2874	2495 ±1	58	**Mathematics**	**2495** ±1	
				Concepts and Procedures	2500 ±2	23 37 40
				Problem Solving and Modeling & Data Analysis	2490 ±2	19 51 30
				Communicating Reasoning	2487 ±2	20 49 31
BARBARA MORGAN STEM ACADEMY (002_0339)	74	2469 ±8	43	**Mathematics**	**2469** ±8	
				Concepts and Procedures	2467 ±9	41 39 20
				Problem Solving and Modeling & Data Analysis	2469 ±10	27 55 18
				Communicating Reasoning	2466 ±10	27 51 22
Webb, Melissa	24	2467 ±18	46	**Mathematics**	**2467** ±18	
				Concepts and Procedures	2471 ±21	38 33 29
				Problem Solving and Modeling & Data Analysis	2476 ±18	25 54 21
				Communicating Reasoning	2459 ±18	25 58 17
Clark, Ricky	48	2472 ±9	44	**Mathematics**	**2472** ±9	
				Concepts and Procedures	2466 ±9	42 42 17
				Problem Solving and Modeling & Data Analysis	2468 ±12	27 56 17
				Communicating Reasoning	2471 ±12	27 48 25
Hecht, Amy	23	2463 ±11	35	**Mathematics**	**2463** ±11	
				Concepts and Procedures	2460 ±11	39 48 13
				Problem Solving and Modeling & Data Analysis	2457 ±20	35 48 17

Teacher Claim Report

US Hist 10 B:3(A)	30	2649 ±12	87	**ELA/Literacy**	**2649** ±12	
				Reading	2640 ±14	3 60 37
				Writing	2654 ±15	53 47
				Listening	2608 ±27	7 73 20
				Research/Inquiry	2676 ±21	3 37 60
US Hist 10 B:2(A)	29	2658 ±12	86	**ELA/Literacy**	**2658** ±12	
				Reading	2663 ±17	41 59
				Writing	2654 ±14	3 38 59
				Listening	2607 ±31	3 69 28
				Research/Inquiry	2685 ±16	41 59
US Hist 10 B:4(B)	31	2613 ±16	77	**ELA/Literacy**	**2613** ±16	
				Reading	2612 ±20	13 52 35
				Writing	2619 ±13	10 65 26
				Listening	2596 ±24	13 65 23
				Research/Inquiry	2617 ±27	13 48 39
US Hist 10 B:1(A)	32	2624 ±13	75	**ELA/Literacy**	**2624** ±13	
				Reading	2608 ±19	16 44 41
				Writing	2622 ±16	6 63 31
				Listening	2622 ±20	6 69 25
				Research/Inquiry	2638 ±20	6 47 47
US Hist 10 B:3(B)	20	2607 ±24	60	**ELA/Literacy**	**2607** ±24	
				Reading	2598 ±22	15 40 45
				Writing	2629 ±29	20 40 40
				Listening	2589 ±30	20 55 25
				Research/Inquiry	2602 ±32	10 55 35

Teacher – Claim Report by Student

Student Performance on Each Claim

How did my student perform on the ELA/Literacy test?

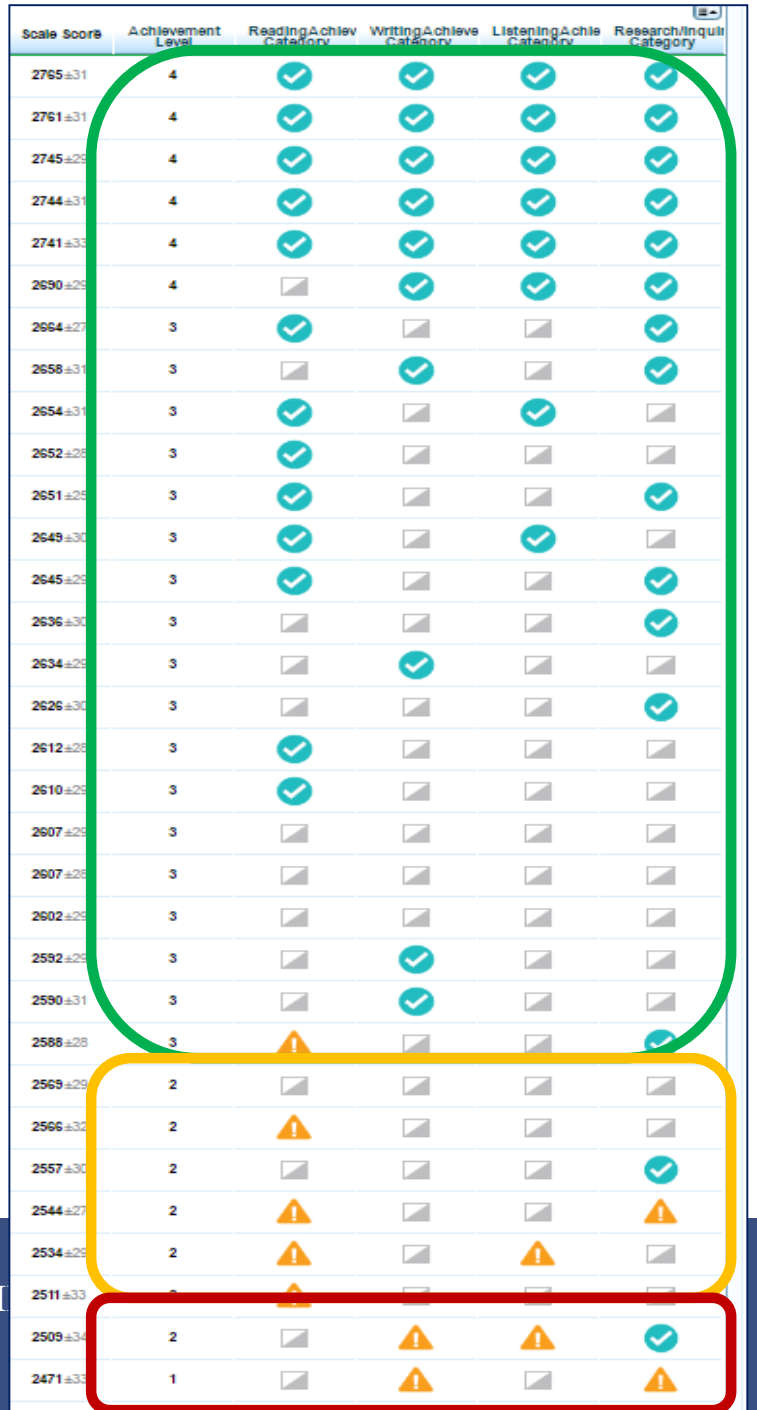
Test: Smarter Summative ELA/Literacy Grade 10
Year: 2015-2016
Name: US Hist 10 B:1(A)

Legend: Claim Achievement Category
Below Standard | At/Near Standard | Above Standard

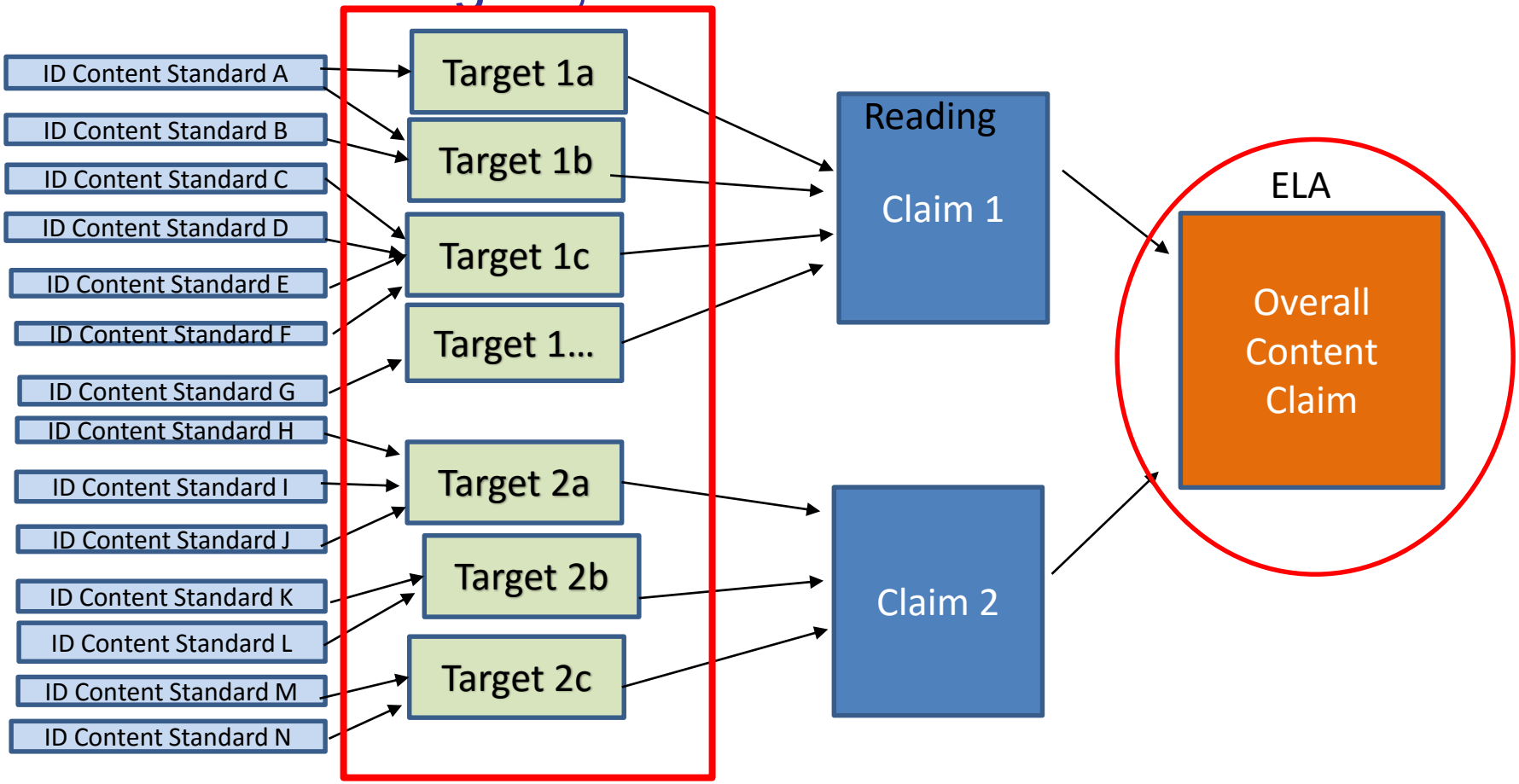
Breakdown By: ALL
Test Event: ALL
Go

Comparison Scores

Name	Average Scale Score
Idaho	2599 ±1
JOINT SCHOOL DISTRICT NO. 2 (002)	2621 ±2
ROCKY MOUNTAIN HIGH SCHOOL (002_0898)	2640 ±3
Davis, Jeffrey	2632 ±7
US Hist 10 B:1(A)	2624 ±13



Claims, Content Categories, Assessment Targets, and Standards



District Target

Performance on Each Target
Smarter Summative ELA/Literacy Grade 7 Test for Students in JOINT SCHOOL DISTRICT NO. 2

Target	Performance Relative to the Test as a Whole	Performance Relative to Proficiency
Reading		
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	=	+
(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	−	+
(Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	−	+
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; authorâ€™s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	−	+
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; authorâ€™s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	−	−
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	+	+
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.	−	−
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	−	+
(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	=	+
(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=	+
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.	+	+
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.	*	*
(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	+	+
(Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	*	*
Writing		
WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).	−	+
COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and authorâ€™s craftâ€ all appropriate to purpose (style or point of view in a short story).	+	+
WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and	−	+

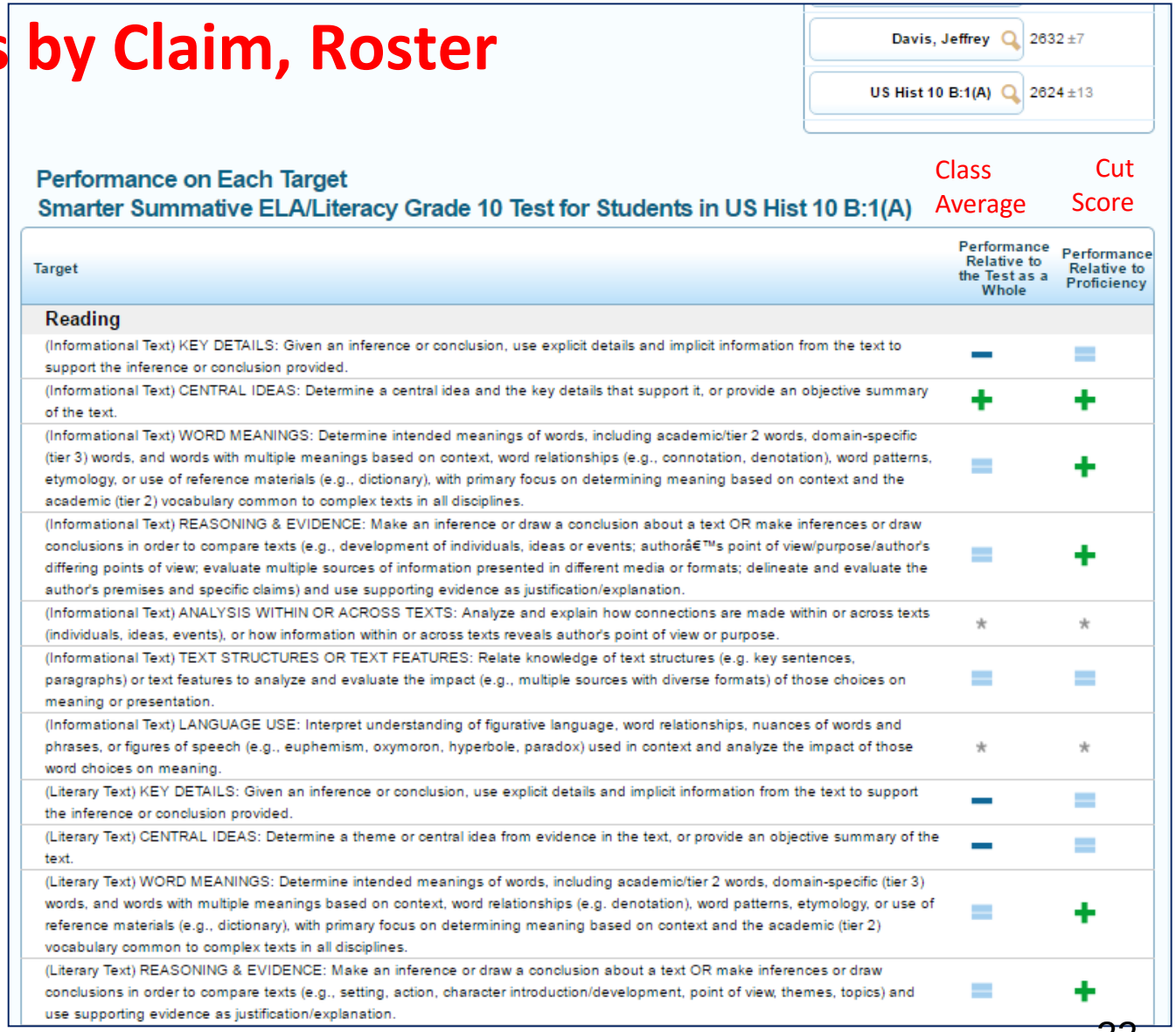
School Target

Name	Average Scale Score
Idaho	2477 ±1
JOINT SCHOOL DISTRICT NO. 2 (002)	2495 ±1
SEVEN OAKS ELEMENTARY (002_0526)	2516 ±10

Performance on Each Target
Smarter Summative Mathematics Grade 4 Test for Students in SEVEN OAKS ELEMENTARY

Target	Performance Relative to the Test as a Whole	Performance Relative to Proficiency
Concepts and Procedures		
Use the four operations with whole numbers to solve problems.	=	=
Gain familiarity with factors and multiples.	=	+
Generate and analyze patterns.	*	*
Generalize place value understanding for multi-digit whole numbers.	+	+
Use place value understanding and properties of operations to perform multi-digit arithmetic.	=	+
Extend understanding of fraction equivalence and ordering.	-	=
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	+	+
Understand decimal notation for fractions, and compare decimal fractions.	+	+
Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.	=	+
Represent and interpret data.	+	+
Geometric measurement: understand concepts of angle and measure angles.	+	+
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	=	+

Teacher Targets by Claim, Roster



Davis, Jeffrey 2632 ±7

US Hist 10 B:1(A) 2624 ±13

Performance on Each Target
Smarter Summative ELA/Literacy Grade 10 Test for Students in US Hist 10 B:1(A)

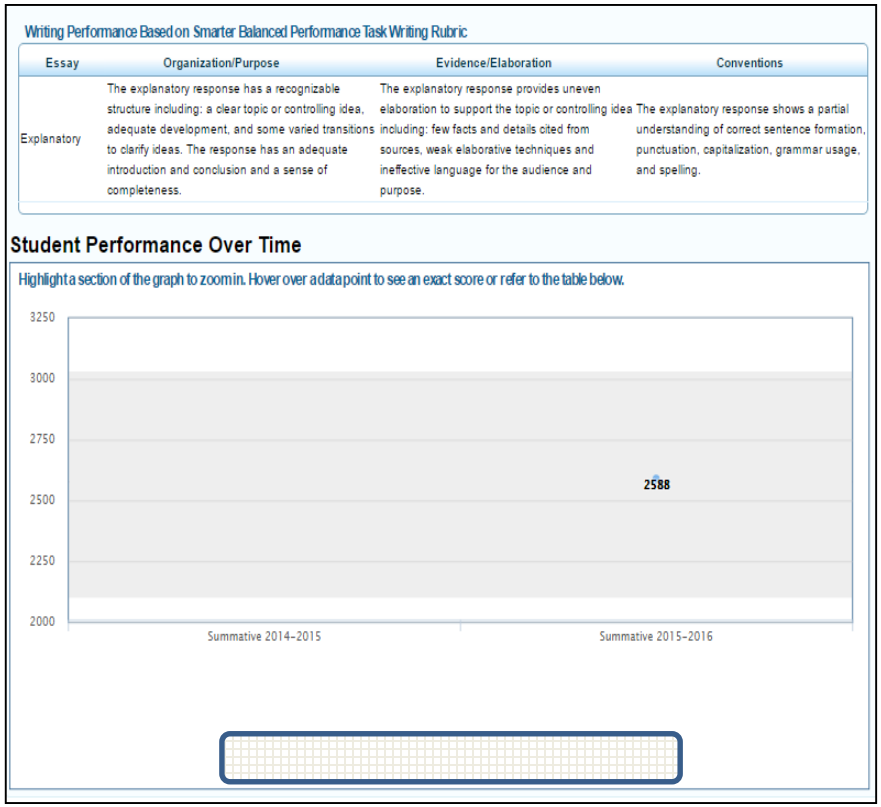
Class Average

Cut Score

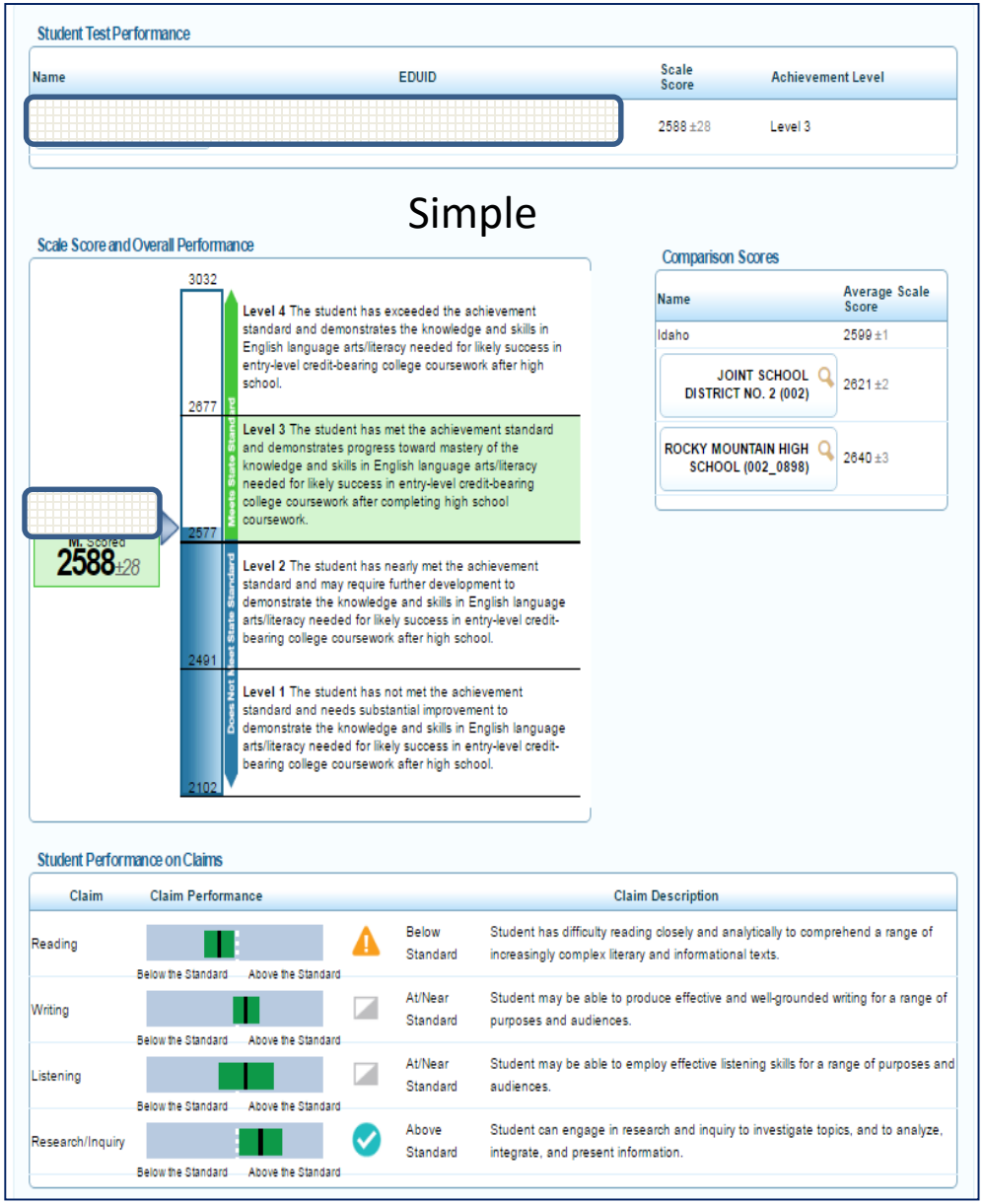
Target	Performance Relative to the Test as a Whole	Performance Relative to Proficiency
Reading		
(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	−	=
(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	+	+
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g., connotation, denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=	+
(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of individuals, ideas or events; authorâ€™s point of view/purpose/author's differing points of view; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the author's premises and specific claims) and use supporting evidence as justification/explanation.	=	+
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and explain how connections are made within or across texts (individuals, ideas, events), or how information within or across texts reveals author's point of view or purpose.	*	*
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.	=	=
(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.	*	*
(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	−	=
(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	−	=
(Literary Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	=	+
(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.	=	+

Individual Student Report

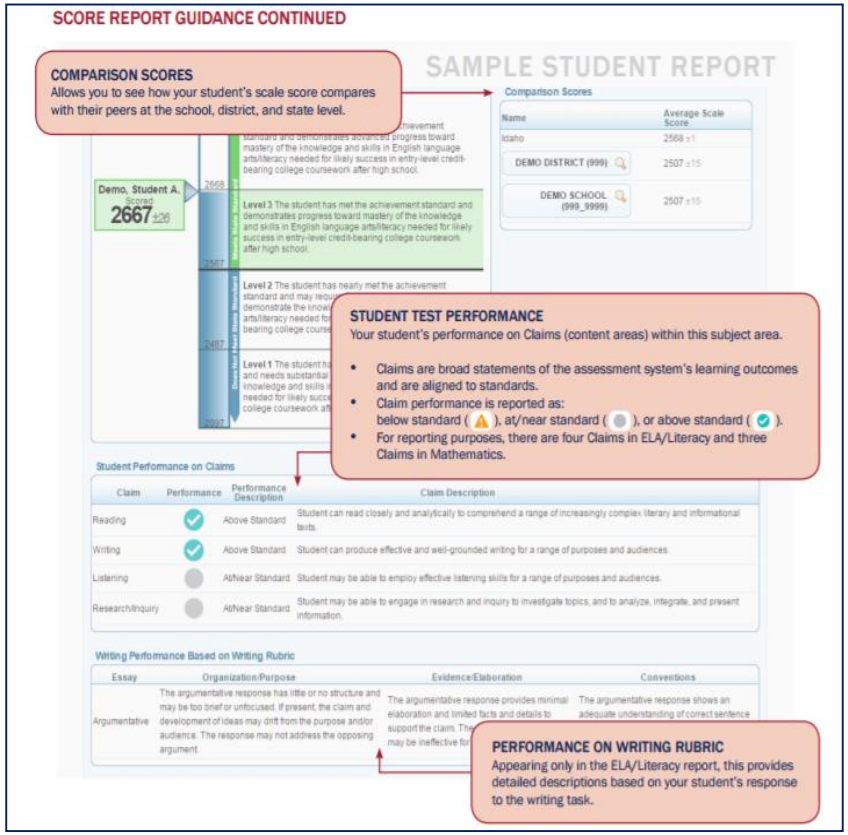
Detailed



Simple



Parent *Interpretive Guide*



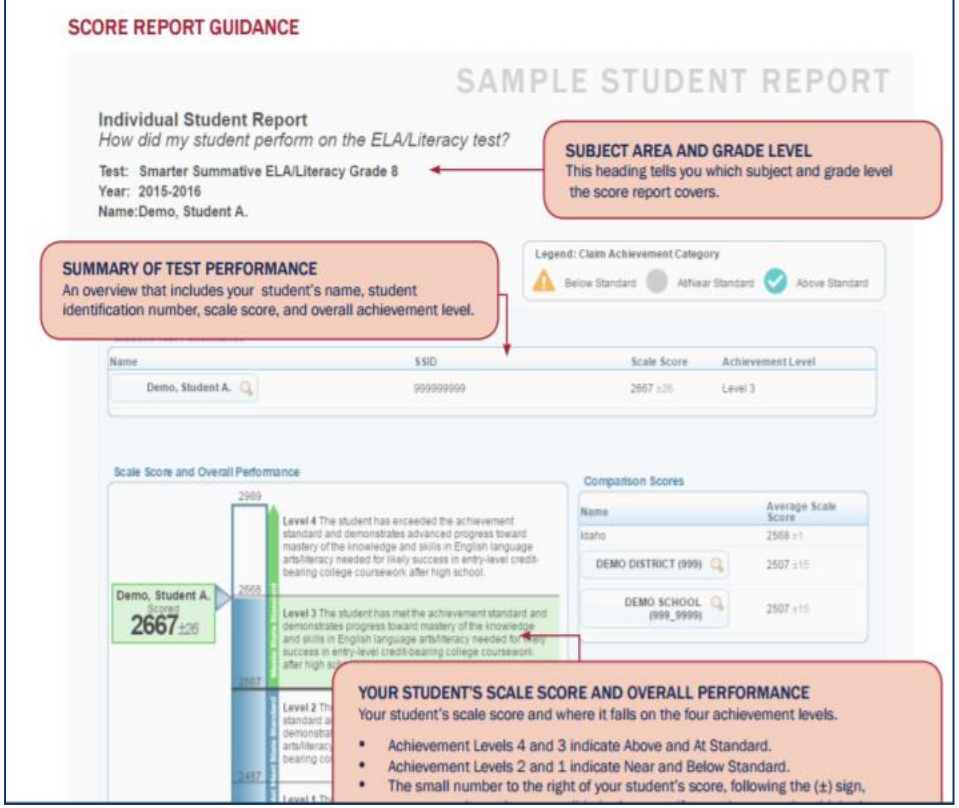
UNDERSTANDING YOUR STUDENT'S SCORES

ON THE IDAHO STANDARDS ACHIEVEMENT TEST IN ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS

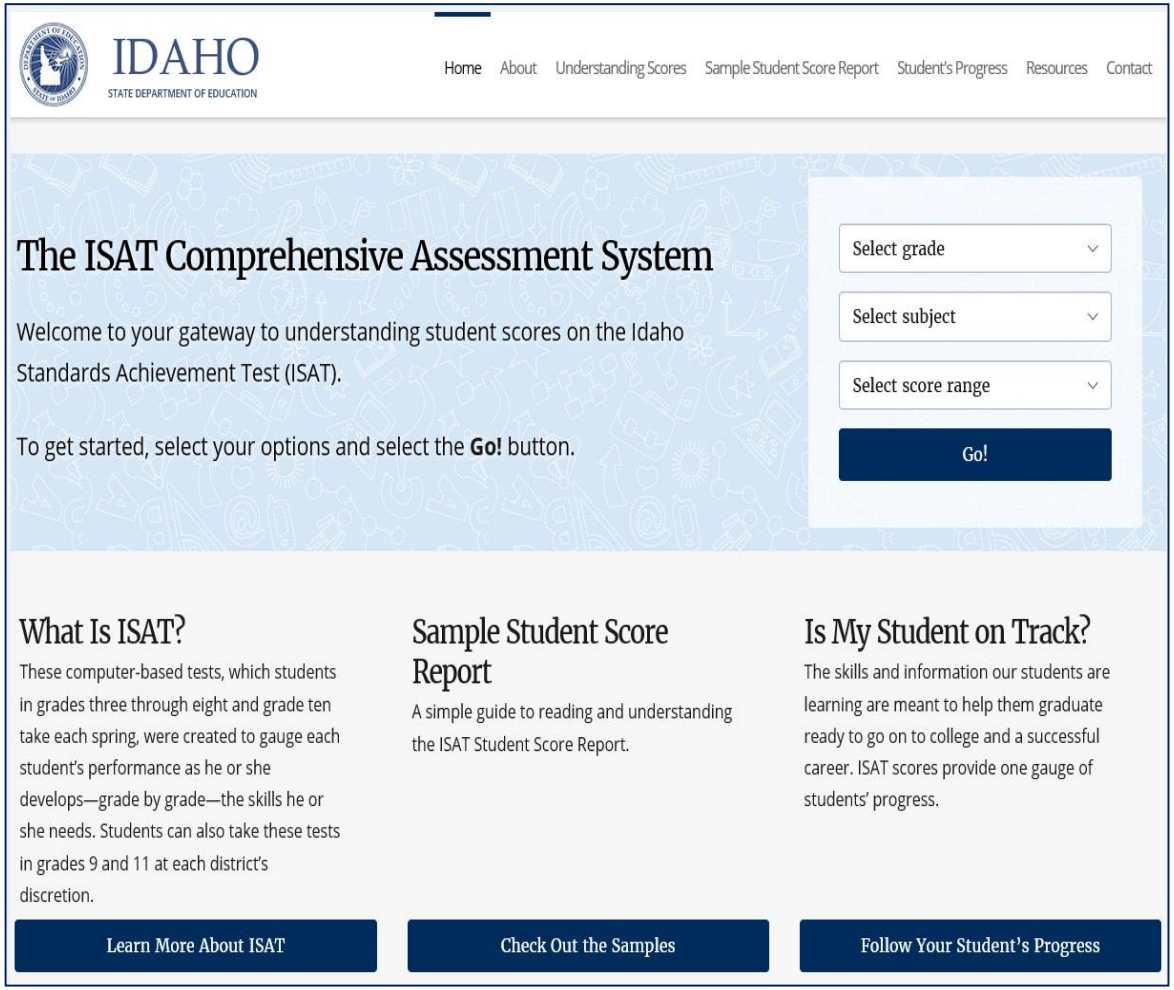
Your student's score report for the 2016 Idaho Standards Achievement Test (ISAT) in English Language Arts (ELA)/Literacy and Mathematics provides your family with useful information, including:

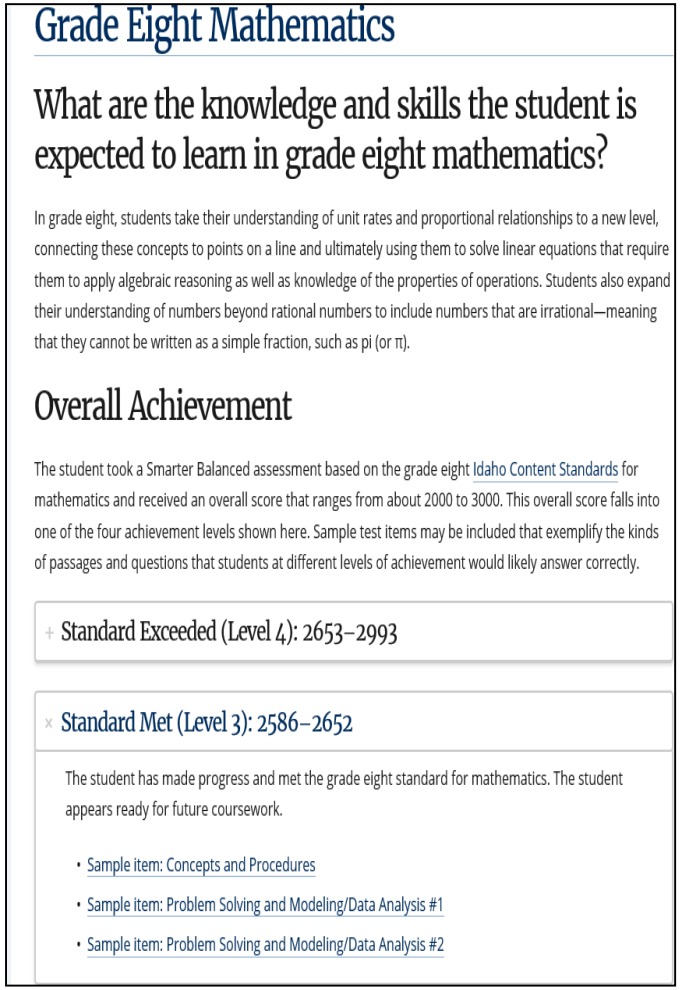
- How your student scored on end-of-year, statewide tests in ELA/Literacy and Mathematics
- Whether these scores meet Idaho's standard for achievement
- How your student's scores compare with students in the same school, the same district, and across Idaho

This brochure provides you with guidance on understanding the score report, answers a few frequently asked questions about the test, and offers direction on where to go to find additional resources.



Parent Interactive Website





Idaho ISAT Assessment System for ELA and Math

Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter's comprehensive system gives educators information and tools **to improve teaching and learning**.

Smarter Balanced Assessment Consortium

DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress

SUMMATIVE ASSESSMENTS

Year-end assesments for grades 3–8 and high school with a computer adaptive test and performance tasks in math and English

Interim Assessments and Reporting

AIR Ways

- Provides student performance reports for interim assessments.
- Consists of a Dashboard page and various Assessment Reports.
- Allows for item level analysis

Assessment Viewing Application (AVA)

- Allows access to view interim assessments

Karlynn Laraway
Director of Assessment
(208) 332-6976
klaraway@sde.idaho.gov

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

IRI – The Future

What is ISIP Early Reading?

- Computer adaptive test (CAT) for grades K-3
- Comprehensive assessment system: screener, diagnostic, and progress monitoring in one solution
- Assesses 5 critical domains of reading: phonemic awareness, alphabetic knowledge, fluency, vocabulary, and comprehension with appropriate subtests at each grade level
- Can test a whole classroom on multiple devices (iPad, Chromebook, Android, Mac, or PC) Saves teachers' instructional time!
- Engaging, game-like environment
- Provides benchmark and continuous progress monitoring
- Provides teachers with teacher-directed lessons

Implementation Plan

Volunteer Pilot in 2017

Statewide implementation in 2018