

***Test Coordinator's
Guide for Federal and State
Assessments***



2007-2008

updated November 2, 2007

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DMA Toolkit <http://www.sde.idaho.gov/ContentStandards/dmatoolkit.asp>

DWA Pencil Box www.sde.idaho.gov/ContentStandards/docs/DWApencilbox/dwa05.asp

IRI Webpage www.sde.idaho.gov/ReadingIndicator

Assessment Webpage www.sde.idaho.gov/CounselingAssessment

SDE Web www.sde.idaho.gov SDE Toll Free Number **1.800.432.4601**

State Board of Education www.boardofed.idaho.gov **208.334.2270**

ISAT Webpage www.boardofed.idaho.gov/saa/index.asp

DRC Support ISAT@datarecognitioncorp.com **1.866.572.2050**

IELA Webpage <http://www.boardofed.idaho.gov/IELA/index.asp>

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IDAHO STATEWIDE TESTING PROGRAM 2007-2008

State Required Assessments - *Idaho State Department of Education*

Idaho Reading Indicator (IRI) - Grades K through three

Direct Mathematics Assessment (DMA) - Grades four, six, and eight

Direct Writing Assessment (DWA) - Grades five, seven, and nine

Federal and State Required Assessments – *Idaho State Board of Education*

Idaho Standards Achievement Tests (ISAT) – Grades three -ten

Idaho English Language Assessment (IELA) – Limited English Proficient Students K-twelve

National Assessment of Education Progress (NAEP) - students aged nine, thirteen and seventeen

INTRODUCTION

State Required Assessments

The Idaho Reading Indicator (IRI) is the result of Idaho House Bill No. 176, Idaho Code 33-1614 enacted in the spring, 1999. The IRI is intended to be used both to help establish local curricular standards and materials as well as to provide direction for further assessment of individual children. It is not intended to be a complete diagnostic reading test; rather, the IRI should be used to determine which children in a classroom might have additional needs in the area of reading. It is to be administered three times each school year and take only ten minutes. The IRI assesses the skills that each child should have mastered at the time of testing and measures whether the child's skills are on grade level. The kindergarten assessment shall include reading readiness and phonological awareness. Grades one, two, and three shall test for fluency and accuracy of the student's reading. The administration of the IRI is to be done by individuals chosen by the district other than the regular classroom teacher.

The Direct Mathematics Assessment (DMA) is required of all fourth, sixth, and eighth graders. This assessment consists of five mathematical problems for each grade. All students will answer the first problem and will then choose three of the remaining four problems to answer. Each problem has several sections requiring answers and demonstration of student work. Students have a total of ninety minutes of working time to complete the assessment. Assessments will be scored with a four point holistic scoring rubric.

The Direct Writing Assessment (DWA) is required of all fifth, seventh and ninth graders and consists of one prompt that students write for ninety minutes. It is an assessment of standard written English. Student papers will be scored holistically, using the four-point scoring rubric.

Federal and State Required Assessments

The Idaho Standards Achievement Tests (ISAT), for all students in grades three through ten. The ISAT assessment system will provide teachers, students, and parents with an accurate assessment of student progress in mastering basic skills in reading, language usage, and mathematics based on Idaho Standards. These assessments are a computer-form that adapts the level of question difficulty according to the ability level identified for each student. In an optimal test, the student answers approximately half of the items correctly and half incorrectly. The final score is an estimate of the student's achievement level and is reported by a Rasch scale score. A Rasch scale score is an equal-interval score with a range from 150 to 300 and may be used from year to year to follow a student's educational growth. The ISAT will be administered to students in the beginning of the school year and again at the end of the school year.

The Idaho English Language Assessment (IELA) is an annual language proficiency test for all identified Limited English Proficient (LEP) Students in grades K-12. The skills of listening, speaking, reading, writing and comprehension are assessed annually to determine progress and proficiency in the English language.

The National Assessment of Educational Progress (NAEP), also known as the "Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states, but does not provide results for Idaho school districts, schools, classrooms, or individual students. The NAEP 2008 Long Term Assessment measures reading and mathematics achievement of students aged 9, 13 and 17, regardless of their grade level. The NAEP 2008 National Arts Assessment measures music and visual arts achievement of eighth grade students. The NAEP 2008 item field testing will pilot items for the NAEP 2009 assessment of reading, mathematics and science achievement of students in grades 4, 8 and 12.

Please read all instructions in this guide and in the Directions for Test Administration before proceeding with testing. If there are any questions, contact your district test coordinator or one of the State Department of Education or State Board employees listed on the information sheet.

DISTRICT TEST COORDINATOR

It is crucial to the statewide testing program that one district test coordinator be designated for each district. The district test coordinator is responsible for:

- 1 Ensuring that sufficient quantities of test materials are available.
- 2 Implementing the testing program in the district.
- 3 Verifying that prescribed administration procedures are followed.
- 4 Maintaining test security.
- 5 Coordinating testing activities with local counselors and administrators.
- 6 Attending testing workshops conducted by the Idaho State Department of

- Education and/or the State Board of Education.
- 7 In-servicing teachers in proper testing procedures.
- 8 Informing students and parents about the statewide testing process.

STUDENTS TO BE TESTED

- All public school students enrolled in regular education programs in grades kindergarten through high school.
- In un-graded schools, students who are reported to the state on attendance forms as kindergarten through high school students, or who would be placed in those grades were they to transfer to a graded school.
- Special needs students in grades kindergarten through ten unless their IEP has provided for an appropriate alternative basic skills assessment. (See Directions for Administration for suggestions in testing students with special needs.)
- Limited English Proficient (LEP) and Migrant education students.

TESTING DATES FOR SCHOOL YEAR 2007-2008 (*Tentative*)

Idaho Reading Indicator (Grades K-3)

IRI **Fall** **September 1 - 30, 2007** (*fall reporting deadline - October 15*)
 Winter **January 1 - 31, 2008** (*winter reporting deadline - February 15*)
 Spring **April 15 - May 15, 2008** (*spring reporting deadline - June 1*)

Direct Mathematics Assessment (Grades 4, 6, 8)

DMA **Thursday, November 29, 2007**

Direct Writing Assessment (Grades 5, 7, 9)

DWA **Wednesday, November 28, 2007**

Idaho Standards Achievement Tests (Grades 3-10)

ISAT

Fall Administration

September 17, 2007-October 26, 2007

Immediate Score Reports

November Field Test

November 5-16, 2007

Testing 10th Grade Students for 9th Grade Item Development

No Score Reporting

Winter Administration (11th & 12th Grade Only)

December 3, 2007- January 25, 2008

Immediate Score Reports

Spring Administration

April 14–May 16, 2008

May 12–16 (For make-up tests only)

Immediate Score Reports

2008 – 2009

September 15 – October 24, 2008

December 8, 2008 – January 23, 2008 (11th & 12th Grade Only)

April 13 – May 15, 2009 (Last Week of Testing Window For make-up tests only)

Summer Retest for Graduation Test

2009 – 2010

September 14 – October 23, 2009

December 7, 2009 - January 22, 2010 (11th & 12th Grade Only)

April 12 - May 14, 2010 (Last Week of Testing Window For make-up tests only)

Summer Retest for Graduation

2010 – 2011

September 13 – October 22, 2010

December 6, 2010 – January 21, 2011 (11th & 12th Grade Only)

April 11 – May 13, 2011 (Last Week of Testing Window For make-up tests only.)

Summer Retest for Graduation

Idaho English Language Assessment (Grades K-12)

IELA Spring February 21 – April 4, 2008

National Assessment of Educational Progress

NAEP Age 13 October 8 - December 14, 2007

Age 9 January 7 - March, 14, 2008

Age 17 March 17 - May 23, 2008

IDAHO READING INDICATOR

MATERIALS

Each grade level of the Idaho Reading Indicator (IRI) consists of a Test Administration Packet, a Student Booklet, and a Student Record Sheet. All materials will be color coded for each grade level and contain the fall, winter, and spring materials. Each elementary building will receive four sets of materials. The Administration Packet and Student Booklets are not disposable and will be used many times.

All public education students K-3 will participate in the IRI during the first (*September*) month, the fifth (*January*) month, and the ninth (April 15-May15) month administration. **Results will be released, by school name and district number, to the State Board of Education, Legislature, and Governor's office at the end of each test administration.**

ENVIRONMENT

It is important to arrange a testing environment that is non-threatening to young students. Avoid administering the IRI in a hallway or location that may be noisy or have distractions. Furniture similar to the table and chairs in the classroom would be advisable. Adequate lighting is yet another important consideration. Maintain as normal a classroom situation as possible. Arrange with the office staff not to page students during the assessment time and ask the school administration to not schedule fire drills during that time. Provide "TESTING – DO NOT DISTURB" signs to post on doors near the assessment locations.

EXAMINERS

The IRI is to be administered individually to students by adults that have been trained by the district test coordinator in the details of the assessment and the associated paperwork. **The students' regular classroom teacher cannot administer the IRI to their own students.** It is important to select test administrators that relate well to students in grades K-3. Test administrators are responsible for marking student record sheets correctly and adding the individual skill points together to establish the Skills Total and the Proficiency Rating. Student Record Sheets are to be signed and dated by the IRI Administrator. The district test coordinator, building test coordinator, building principal, and others assisting in the assessment should visit the various testing locations to ensure that administration procedures are being observed and carried out systematically. A positive attitude on the part of the test administrator will help the student feel confident about the IRI.

SECURITY

Security is high on the list of priorities to ensure the validity and reliability of the IRI. All materials are to be kept in a secure area at all times. It is not ethical to use test booklets for practice before the assessment. Making copies of IRI materials is also unethical; these are copyrighted materials and are secured for the purpose of testing. All IRI

materials are to be returned to the district test coordinator or building principal for storage.

STUDENT RECORD SHEET

The top of the record sheet indicates the grade level and either fall, winter, or spring assessment. Skills for fall begin with number 1, while skills for winter begin where fall stopped. Spring skill numbers begin where winter stopped. It is not acceptable for the classroom teacher to complete the top of the Student Record Sheet before the student is given the indicator. Student first and last name are required on the record sheet. If the student has a common name, it is advisable to include his/her middle name. There are lines for the classroom teacher's name and building identification.

The state requires that students be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. To identify students by race/ethnicity please use the following number code:

<u>Group Code</u>	<u>Interpretation</u>
1	American Indian/Alaskan Native
2	Asian
3	Black/African American
4	Native Hawaiian/Other Pacific Islander
5	White
6	Hispanic or Latino Ethnicity
7	Other/Unknown (changing to Multi-Racial in 2007-08)

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

1. **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. **Black/African American:** a person having origins in any of the Black racial groups of Africa.
4. **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. **Hispanic:** a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
7. **Multi-Racial:** a person with multiple origins that does not fit any of the first six

categories or is not known.

It is not appropriate to determine race by the last name of a student.

SPECIAL CODING

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please mark all areas that apply for each student for the following:

LEP	Limited English Proficient
TIA	Title I A (Targeted Assisted and School Wide Title I programs)
MIG	Migrant
GAT	Gifted and Talented
NOD	Neglected or Delinquent
HML	Homeless
SE	Special Education
ACR	Accommodation for the Reading Assessment
ADR	Adaptation for the Reading Assessment
AAR	Alternate Assessment for the Reading Assessment

The Spanish ISRI, for select Spanish-speaking limited English proficient students is available. It may be given in addition to the regular IRI. To qualify for the ISRI the student must have less than one year in an English-speaking school in the United States and score at the beginning or intermediate level on the Idaho ELL placement test or below the intermediate level on the Idaho English Language Assessment (IELA).

AFTER TESTING

At the conclusion of the fall, winter, and spring IRI, student booklets and test administrators' packets should be counted and securely stored in the school building or at the district office. Student scores are to be transferred from the student record sheet, used in administering the IRI, to the Yellow IRI permanent record card. This card will be placed in the student permanent record file. The original student record sheet must be returned to the building principal along with a completed teacher class list sheet for each classroom. Original record sheets are not to be shared or given to anyone. The building principal will dispose of the original student record sheets at the end of the school year.

The building principal will then prepare and electronically file a building report to the SDE by *October 15, February 15, and June 1*, respectively. This report will provide data on the number of students in each proficiency level and disaggregated data by gender, race, and special populations.

The State Department of Education website will have more information available about the IRI including teacher resource materials and the pamphlet for parents in English and Spanish. Contact Jan Gillespie, the IRI program manager or her assistant Stephanie Martin, at 332-6903, for further information.

SAMPLE LETTER TO PARENTS-RESULTS

Date

Dear Parent or Guardian of _____,

I'm writing to share with you your child's score on the state K-3 reading test. As required by Idaho law, schools must assess the reading ability of all students in kindergarten through third grade three times during the year.

The purpose of this testing is simply to identify students who may need extra help to become successful readers.

Your child took the Idaho Reading Indicator in the fall, and received a score of _____. The scores are based on the following proficiency levels:

- **3** At Grade Level, indicating the student's skills matched those expected of successful learners.
- **2** Near Grade Level, indicating the student may need to further develop their skills or could be lacking skills needed to be a successful learner.
- **1** Below Grade Level, indicating the student lacks some key reading skills, and could benefit from additional learning opportunities.

Your student will be tested again in January and for a final time in April or May to further monitor their skill development. It is important to remember that the Idaho Reading Indicator is not a complete diagnostic reading test; therefore, with teacher recommendation and your permission, the school will do additional testing of students who scored a "2" or "1" to determine the specific areas where they may be struggling.

Enclosed is a copy of a Parent's Guide to the Idaho Reading Indicator, which outlines the specific reading skills, measured.

If you have any questions, please contact me, or our school principal at _____.

Sincerely,

DIRECT MATHEMATICS ASSESSMENT

STUDENTS TO BE TESTED

- All public school students enrolled in regular education programs in grades four, six and eight.
- In un-graded schools, students who are reported to the state on attendance forms as fourth, sixth and eighth, or who would be placed in those grades if they were to transfer to a graded school.
- Special needs students in grades four, six and eight, unless the IEP has provided for the Idaho Alternate Assessment (IAA).
- Limited English Proficient and Migrant education students who have been in English speaking schools more than 2 years.

TESTING DATE

The Direct Mathematics Assessment will be conducted statewide on **Thursday, November 29, 2007**. NO MAKE-UP TESTING IS ALLOWED. Student papers are to be packaged, postmarked and sent, no later than **Monday, December 3, 2007**, to the State Department of Education, 650 W. State Street, P.O. Box 83720, Boise, Idaho 83720-0027. Please address to the attention of Cindy Johnstone.

MATERIALS CHECKLIST

- Grades 4, 6, and 8 DMA Assessment - 1 for each student to be tested (color-coded for each grade level)
- Administrators' Guide - 1 per examiner
- Absent Student Class List Sheet - 1 per examiner (see page 27)
- All Direct Math Assessment administrators should have a supply of extra number two lead pencils (the required assessment instrument), an accurate timing device, and "TESTING -- DO NOT DISTURB" signs.
- CLASSROOM MATHEMATICS MANIPULATIVE TOOLS ARE PERMISSIBLE
- Fourth graders are not to use calculators.
- Sixth and eighth graders should have calculators available for the assessment.
- DMA Idaho Alternate Assessment Record Sheet.

PLANNING FOR ASSESSMENT ADMINISTRATION

SCHEDULING THE DIRECT MATH ASSESSMENT

The Direct Mathematics Assessment consists of five multiple part mathematics problems to be administered at each of the three targeted grade levels. All students will answer problem number one and then will choose three of the remaining four problems to answer. All problems have more than one part to answer in order for the problem to be complete. This activity must be conducted in a single session and must be administered **ONLY** on **Thursday, November 29, 2007**, as specified by the State Department of Education. Testing time is limited to ninety minutes of actual working time. Additional time is allowed for before and after testing activities including reading the directions, handing out the assessment sheets, entering the student sensitive information and collecting the materials at the end of the testing session. **NO MAKE-UP SESSION OR ALTERNATE DATE IS PERMISSIBLE.**

TESTING ENVIRONMENT

Arrangements for rooms and seating should be announced in advance in order to eliminate problems on the testing day. Regular classrooms are recommended. Avoid auditorium or lunch room testing whenever possible. Chalkboards should be clean and free of distractions. Workspace should be large enough for test materials. Regular classroom posters, number lines, etc. are allowed to remain up on testing day. However, additional graphs, charts, reference material, etc. are not allowed to be posted on the day of the assessment.

Maintain as normal a classroom situation as possible. Make special provisions to ensure quiet with no interruptions. Be sure that assessment administrators have "Testing--DO NOT DISTURB" signs to post on doors and information about DISTRICT and BUILDING NUMBERS to post in the room. Arrange with office staff not to page students during the testing time and ask the school administrators to not schedule a fire drill during that time.

EXAMINERS AND PROCTORS

Assessments are to be administered by professional staff members who have been oriented in proper test administration procedures by the district test coordinator. If assessments are to be administered in larger group situations, the assistance of a proctor is essential. A ratio of one adult for each 25-30 student's is recommended. Examiners and proctors must be acquainted with procedures before the assessment begins.

Proctors may assist with distribution and collection of materials, making certain students are marking the appropriate areas of the response form, using a number two lead pencil and observing students from various points in the room. Examiners and proctors are not to discuss the problems with students or in any way direct student response. Students are to show their work on the test paper. The district test coordinator, principal, and others assisting in the assessment should visit the various testing rooms to ensure that administration procedures are being observed and carried out systematically. Students are not to be released from the assessment before the time for the testing is completed.

TEST SECURITY

Test security must be high on our list of priorities in order to keep the validity and reliability in the Direct Mathematics Assessment. Therefore, it is important to follow these guidelines.

- Assessments are to be kept in a LOCKED, SECURED area. NO ONE is to have access to the assessment before the day of the assessment.
- The DMA materials are not to be distributed to examiners or viewed by teachers, students or staff before the assessment day. Building test coordinators may package the assessments in room size numbers before the testing day providing all materials are securely packaged and stored in a locked area until the assessment day.
- Time constraints must be strictly followed. NO EXTRA TIME is allowed.
- Examiners and/or proctors are not permitted to discuss the problems with students during the testing period. It is permissible for the examiners and proctors to check student forms to verify that the student labels have been attached to the assessments.
- Student mathematic manipulative tools (rulers, compasses, etc.) are permissible. **Fourth grade students are NOT to use calculators. Sixth and eighth grade students should have calculators available to use on the assessment.**
- No make-up or alternate day testing is permitted for the Direct Math Assessment.

REMINDERS

- The best assessment conditions include a positive attitude on the part of the examiners and students. Make sure everyone receives an orientation to testing which includes an explanation of the purpose of the assessment, what skills are being assessed, the importance of students doing their best in answering the problems and explaining what will be done with the results.
- This is a strictly timed test. To ensure valid and meaningful results, these assessments must be given within the prescribed time limits and only on [Thursday, November 29, 2007](#).
- Examiners are responsible for proper labeling of each student assessment sheet. Remind examiners to double check answer sheets before they are returned to the district test coordinator. Special coding should be done after the assessment by the examiner.
- It is crucial to maintain a list of students that were absent on the assessment day. Use the form on page 27. No make up is allowed.
- DMA assessments are to be mailed to the Idaho State Department of Education, by the district test coordinator, no later than [Monday, December 3, 2007](#).

SPECIAL CODING - DMA

Special coding must be entered correctly. The state requires that students be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. The district test coordinator should instruct examiners to read the directions for coding carefully.

Students should be identified according to the following categories

<u>Group Code</u>	<u>Interpretation</u>
1	American Indian/Alaskan Native
2	Asian
3	Black/African American
4	Native Hawaiian/Other Pacific Islander
5	White
6	Hispanic or Latino Ethnicity
7	Other/Unknown (changing to Multi-Racial in 2007-08)

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

- 1 **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- 2 **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- 3 **Black/African American:** a person having origins in any of the Black racial groups of Africa
- 4 **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- 5 **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- 6 **Hispanic or Latino Ethnicity:** a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
- 7 **Multi-Racial:** a person with multiple origins, an origin that does not fit any of the first six categories, or is not known.

It is not appropriate to determine race by the last name of a student.

CODING FOR DISAGGREGATED RESULTS

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please mark all areas that apply for each student for the following:

LEP	Limited English Proficient
TIA	Title I A (Targeted Assisted and School Wide Title I programs)
MIG	Migrant
GAT	Gifted and Talented
NOD	Neglected or Delinquent (Title I classification)
HML	Homeless (Title I classification)
SE	Special Education
ACM	Accommodation for the Math Assessment
ADM	Adaptation for the Math Assessment
AAM	Alternate Assessment for the Math Assessment

Districts and buildings will receive score data on students who have special coding. The only accepted code will be a **red X** placed on top of the corresponding bubble. **Students must be marked SPE or LEP and then marked ACM, ADM, or AAM according to the student IEP or LEP learning plan.** These notations are to be made, by the test examiner, after the testing session.

DISTRIBUTION OF DMA MATERIALS

Direct Mathematics Assessment must be kept secure at all times. Do not leave materials in open or unattended areas.

Assessment materials should be prepared for distribution to schools in advance of the actual distribution date to lessen the possibility of shortages. This is the responsibility of the district test coordinator. (**Student aides cannot help with this process.**)

- Assemble materials for each school according to your records. Each school should receive a few extra assessments for the appropriate grade level assessed.
- Record the quantities to be sent to each school on the School Inventory Control Sheet on page 28. The control sheet help verify that all materials are returned after the assessment is completed.
- Take precautions in distributing materials to ensure that test security is maintained. Deliver DMA materials to individual school test coordinators the **afternoon** before the assessment day. Include instructions for each building test coordinator to keep test materials secure until testing and procedures to be used in returning all completed assessments and unused assessment materials to the district test coordinator.

RETURNING DIRECT MATHEMATICS ASSESSMENT RESPONSE FORMS

- a. As completed student tests are received from the school(s), verify that student labels listing district and building numbers and student names are properly attached. Check special coding sections for accuracy.
- b. Buildings or districts are encouraged to photo-copy assessments for later use. *The originals will not be returned to the districts.*
- c. Remove assessments for students that were absent, LEP students in English speaking schools for less than 2 years, papers completed in a language other than English, papers for students that refused to participate; or students that will participate in IAA in the spring.
- d. Loosely bind the assessment sheets from each school with paper bands. DO NOT use paper clips, rubber bands, or any other fasteners that might damage edges of the tests. *Do not band by individual classrooms.*
- e. Complete the cover sheet information for each grade level tested. See page 24 for the cover sheet. Be sure this cover sheet is placed on top of the answer sheets, inside the mailing container.
- f. If necessary, complete the **DMA Idaho Alternate Assessment Record Sheet** found on page 25, and place it just beneath the cover sheet.
- g. Keep the absent student roster **for your records** in the test coordinator's office. *Do not send this to the state office.*

Package completed tests and forward to:

Cindy Johnstone
Idaho State Department of Education
650 West State Street
PO Box 83720
Boise, Idaho 83720-0027

Test materials must be postmarked no later than [Monday, December 3, 2007](#).

DISPOSITION OF DMA MATERIALS

DESTROY all unused assessment materials unless the extra tests would be of value to the teachers for in-service purposes.

IDAHO ALTERNATE ASSESSMENT RECORD SHEET - DMA

District Number _____ Building Name _____ Building Number _____

Student ID	First Name	Last Name	Sex	Race	Grade Level

Codes to use on this form -

Sex: M for male or F for Female

Race:

- 1 American Indian/Alaskan Native
- 2 Asian
- 3 Black/ African American
- 4 Native Hawaiian/Other Pacific Islander
- 5 White
- 6 Hispanic or Latino Ethnicity
- 7 Multi-Racial

Please place this form on top of the response forms that are being sent in for scoring.
Do not send in a blank test sheet for students on this list.

**IDAHO
STATEWIDE
TESTING PROGRAM**

DIRECT MATH ASSESSMENT COVER SHEET

NAME OF DISTRICT _____ **DISTRICT #** _____

NAME OF SCHOOL _____ **GRADE LEVEL** _____

BUILDING NUMBER _____ **NUMBER OF EXAMS** _____

DATE _____

DIRECT MATH ASSESSMENT ABSENT STUDENT ROSTER

Keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:



DIRECT MATH ASSESSMENT ABSENT STUDENT ROSTER

Keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:

DMA - SCHOOL INVENTORY CONTROL SHEET

SCHOOL NAME _____ DATE _____

TEST COORDINATOR _____ PHONE _____

DIRECT MATH ASSESSMENT Inventory Control Sheet SCHOOL YEAR 2007-08

	<i>Number sent</i>	<i>Number returned</i>
Grade 4		
Math Assessment Sheets		
Directions for Administration		
Absent Student Rosters		
Cover Sheet Form		
Idaho Alternate Assessment Record Sheet		
Grade 6		
Math Assessment Sheets		
Directions for Administration		
Absent Student Rosters		
Cover Sheet Form		
Idaho Alternate Assessment Record Sheet		
Grade 8		
Math Assessment Sheets		
Directions for Administration		
Absent Student Rosters		
Cover Sheet Form		
Idaho Alternate Assessment Record Sheet		

Instructions for returning DMA materials to the District Test Coordinator

SAMPLE LETTER-DMA PREP

Date

Dear Parent:

The Idaho State Department of Education will be testing the mathematics ability of all fourth, sixth, and eighth grade students on [Thursday, November 29, 2007](#). Your child will be included in this important assessment that will be given in the morning. The assessment will take sixty minutes to complete and must be handwritten using a number two pencil. There is no make-up allowed for the mathematics assessment. Please encourage your child to do their very best. All mathematics assessments will be sent to the State Department of Education, in Boise, to be scored by a group of teachers from around the state. Each assessment will be evaluated by two teachers and will be scored for overall understanding of mathematics including:

1. Understanding basic mathematic skills.
2. Understanding the situation in the problem.
3. Communication skills associated with mathematics.
4. Process skills associated with finding the correct answer.

All students will answer the first numbered problem and then will choose three of the remaining four problems to complete. Each numbered problem will have more than one part to answer and will require the student to show how they did the mathematical work for that problem. Teachers may have students practice solving mathematics problems similar to those that will be on the assessment in the weeks before the actual assessment.

SAMPLE LETTER-DMA RESULTS

Date

Dear Student:

The results of the Idaho State Department DIRECT MATHEMATICS ASSESSMENT have been received and your score is _____. This score is based on the following scale:

- 4 Advanced math ability
- 3 Proficient math ability
- 2 Basic math ability
- 1 Below Basic math ability

All papers were evaluated by two teachers and scored for overall impression and understanding of mathematics using the scoring standard developed for the assessment.

A paper is considered at grade level if it receives a score of three or higher. If the score is below three there may be a need for the student to do extra work on mathematics skills to be at their grade level in school. Your mathematics teacher and your school counselor each have a copy of the scoring standard and can show you the differences between each score point.

Results of this mathematics assessment will be added to your transcript. If you have questions about the assessment or your score, please talk to your math teacher or counselor. Remember, this assessment is only one general indication of your math ability.

DIRECT WRITING ASSESSMENT

STUDENTS TO BE TESTED

- All public school students enrolled in regular education programs in grades five, seven, and nine.
- In un-graded schools, students who are reported to the state on attendance forms as fifth, seventh, or ninth grade students, or who would be placed in those grades if they were to transfer to a graded school.
- Special needs students in grades five, seven, or nine unless the IEP has provided for an appropriate alternate assessment.
- Limited English Proficient and migrant education students who have been in English speaking schools more than 2 years.

TESTING DATE

The Direct Writing Assessment is to be conducted statewide, **Wednesday, November 28, 2007**. NO MAKE-UP TESTING IS ALLOWED. Student papers are to be packaged, postmarked and sent no later than **Friday, November 30, 2007**, to the State Department of Education, 650 W. State, P.O. Box 83720, Boise, Idaho 83720-0027. Send to the attention of Liz Smith.

MATERIALS CHECK LIST

MATERIALS CHECKLIST

- Grades 5, 7 and 9 DWA Prompt - 1 for each student to be tested (color-coded for each grade level)
- Response Sheet - 1 for each student to be tested (color-coded for each grade level)
- DWA Instructions for Administration - 1 per examiner
- Absent Student Class List Sheet - 1 per examiner (see page 35)
- All Direct Writing Assessment examiners should have a supply of scratch paper, extra **black ink pens** (the required writing instrument), classroom dictionaries, an accurate timing device and "TESTING -- DO NOT DISTURB" signs.

ELECTRONIC SPELL CHECK DEVICES, PERSONAL DICTIONARIES, WORD LISTS OR OTHER SELF-HELP TOOLS ARE NOT PERMITTED.

PLANNING FOR ASSESSMENT ADMINISTRATION

SCHEDULING THE DIRECT WRITING ASSESSMENT

The Direct Writing Assessment consists of a writing prompt to be administered at each of the three targeted grade levels. This activity must be conducted in one session and will be administered **ONLY** on **Wednesday, November 28, 2007** as specified by the State Department of Education. Testing time is limited to ninety minutes of actual writing time. An additional thirty minutes is reserved for before and after testing activities including reading the directions, handing out the response form, entering the student sensitive information and collecting the materials at the end of the testing session.

NO MAKE-UP SESSION, ALTERNATE DATE OR ALTERNATE TOPIC IS PERMISSIBLE.

TESTING ENVIRONMENT

Arrangements for rooms and seating should be announced in advance in order to eliminate confusion when testing begins. Regular classrooms are recommended. Avoid auditorium or lunch room testing whenever possible. Chalkboards should be clean and free of distractions. Writing surfaces should be large enough to accommodate student test materials. Seat students so they have enough room for essay writing activities.

Maintain as normal a classroom situation as possible. Make special provisions to ensure quiet with no interruptions. Be sure that examiners have "Testing--DO NOT DISTURB" signs to post on doors and information about DISTRICT and BUILDING NUMBERS to post in the room. Arrange with office staff not to page students during the testing time and ask the school administrators to not schedule a fire drill.

EXAMINERS AND PROCTORS

Assessments are to be administered by professional staff members who have been oriented in test administration procedures by the district test coordinator. If assessments are to be administered in larger group situations, the assistance of a proctor is essential. A ratio of one adult for 25-30 students is recommended. Teacher aides may be used as proctors. Examiners and proctors must be acquainted with procedures before the assessment begins.

Proctors may assist with distribution and collection of materials, making certain students are marking the appropriate areas of the response form, using a **black ink pen** (no felt tip pens) and observing students from various points in the room. Examiners and proctors are not to discuss the prompt with students or in any way direct student response.

The district test coordinator, principal, and others assisting in the assessment should visit the various testing rooms to ensure that administration procedures are being observed and carried out systematically. Students are not to be released from the assessment before the time for the testing is completed.

TEST SECURITY

Test security must be high on our list of priorities in order to keep the validity and reliability in the Direct Writing Assessment. Therefore, it is important to follow these guidelines.

- The DWA materials are to be kept in a LOCKED, SECURED area. NO ONE is to have access to the assessment prompt before the day of the assessment.
- The Direct Writing Assessment prompts are not to be distributed to examiners or viewed by teachers, students or staff before the writing day. Building test coordinators may package prompt and response forms in room size numbers before the testing day providing all materials are securely packaged and stored in a locked area until the testing day.
- Time constraints must be followed. NO EXTRA TIME is allowed.
- Examiners and/or proctors are not permitted to discuss the prompt with students during the testing period. It is permissible for the examiners and proctors to check the student response form to verify that the student label has been attached to the assessment.
- Electronic spell check devices are not permitted.
- No make-up or alternate day testing is permitted.

REMINDERS

- The best assessment conditions include a positive attitude on the part of the examiners and students. Make sure everyone receives an orientation to testing which includes an explanation of the purpose of the assessment, what skills are being assessed, the importance of doing the best possible in responding to the prompt and explaining what will be done with the results.
- The DWA is a timed test. These assessments must be given within the prescribed time limits and only on [Wednesday, November 28, 2007](#).
- Examiners are responsible for checking to see that students are using a black ink pen. Remind instructors to double check response sheets before they are returned to the district test coordinator. All special coding should be done after the assessment.
- It is crucial to maintain a list of students that were absent on the assessment day. Students in year-round systems should be encouraged to attend school on the day of the assessment and participate in the writing activity. (See page 39-Absent Student List.)
- Direct Writing Assessment response forms are to be mailed to the State Department of Education in Boise, by the district test coordinator, no later than [Friday, November 30, 2007](#).

SPECIAL CODING - DWA

Special coding must be entered correctly. The state requires that students be identified

by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. The district test coordinator should instruct examiners to read the directions for coding carefully.

Students should be identified according to the following categories

<u>Group Code</u>	<u>Interpretation</u>
1	American Indian/Alaskan Native
2	Asian
3	Black/African American
4	Native Hawaiian/Other Pacific Islander
5	White
6	Hispanic or Latino Ethnicity
7	Other/Unknown (changing to Multi-Racial in 2007-08)

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

1. **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. **Black/African American:** a person having origins in any of the Black racial groups of Africa
4. **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. **Hispanic or Latino Ethnicity:** a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
7. **Multi-Racial:** a person with multiple origins, an origin that does not fit any of the first six categories, or is not known.

It is not appropriate to determine race by the last name of a student.

CODING FOR DISAGGREGATED RESULTS

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please mark all areas that apply for each student for the following:

LEP	Limited English Proficient
TIA	Title I A (Targeted Assisted and School Wide Title I programs)
MIG	Migrant
GAT	Gifted and Talented
NOD	Neglected or Delinquent (Title I classification)
HML	Homeless (Title I classification)
SE	Special Education
ACL	Accommodation for the Math Assessment
ADL	Adaptation for the Math Assessment
AAL	Alternate Assessment for the Math Assessment

Districts and buildings will receive score data on students who have special coding. The only accepted code will be a **red X** placed on top of the corresponding bubble. **Students must be marked SPE or LEP and then marked ACL, ADL, or AAL according to the student IEP or LEP learning plan.** These notations are to be made, by the instructor after the testing session.

Mark all special class bubbles that apply for the student

DISTRIBUTION OF DWA MATERIALS

Direct Writing Assessment materials should be kept secure at all times. Do not leave materials in open or unattended areas.

Assessment materials should be prepared for distribution to schools in advance of the actual distribution date to lessen the possibility shortages. This is the responsibility of the District Test Coordinator.

Assemble materials for each school according to your records. Each school should receive a few extra prompt sheets and response sheets for the appropriate grade level assessed.

Record the quantities to be sent to each school on the School Inventory Control Sheet.

Take precautions in distributing materials to ensure that test security is maintained. Deliver DWA materials to individual school test coordinators the day before the assessment day. Include instructions for each building test coordinator to keep test materials secure until testing and the procedure to use in returning assessment materials to the district test coordinator.

RETURNING DIRECT WRITING ASSESSMENT RESPONSE FORMS

- a. As completed student response forms are received from the school(s), verify that district and building numbers and student labels are securely affixed to the top of the response form. Check special coding sections for accuracy.
- b. Buildings or districts are encouraged to photocopy writing samples for later use. The original writing samples will not be returned to the districts.
- c. Remove assessments for students that were absent, LEP students in English speaking schools for less than 2 years, papers completed in a language other than English, papers for students that refused to participate; or students that will participate in IAA in the Spring.
- d. Loosely bind the response forms from each school with paper bands. DO NOT use paper clips, rubber bands, or any other fasteners that might damage edges of the writing samples. Please do not band by individual classrooms.
- e. Complete the cover sheet information for each grade level tested. Be sure it is placed on top of the response sheets, inside the mailing container. (See page 36-Cover Sheet.)
- f. If necessary, complete the **DWA Idaho Alternate Assessment Record Sheet** found on page 37, and place it just beneath the cover sheet.
- g. Keep the absent student roster in the test coordinator's office. Do not send to the state office.
- h. Package completed student response forms and forward to:
Liz Smith
Idaho State Department of Education
650 West State Street
PO Box 83720
Boise, Idaho 83720-0027

These test materials must be postmarked by [Friday, November 30, 2007](#).

DISPOSITION OF DWA MATERIAL

Destroy unused material unless teachers may have a use for them in their classrooms.

IDAHO ALTERNATE ASSESSMENT RECORD SHEET - DWA

District Number _____ Building Name _____ Building Number _____

Student ID	First Name	Last Name	Sex	Race	Grade Level

Codes to use on this form -

Sex: M for male or F for Female

Race:

- 1 American Indian/Alaskan Native
- 2 Asian
- 3 Black/ African American
- 4 Native Hawaiian/Other Pacific Islander
- 5 White
- 6 Hispanic or Latino Ethnicity
- 7 Multi-Racial

Please place this form on top of the response forms that are being sent in for scoring.
Do not send in a blank test sheet for students on this list.

*Use this DWA COVER SHEET when returning completed response sheets for scoring.
One per school/grade level.*

**IDAHO
STATEWIDE
TESTING PROGRAM**

DIRECT WRITING ASSESSMENT COVER SHEET

NAME OF DISTRICT _____ **DISTRICT #** _____

NAME OF SCHOOL _____ **GRADE LEVEL** _____

BUILDING NUMBER _____ **NUMBER OF EXAMS** _____

DATE _____

DIRECT WRITING ASSESSMENT ABSENT STUDENT ROSTER

Keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:



DIRECT WRITING ASSESSMENT ABSENT STUDENT ROSTER

Keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:

DWA - SCHOOL INVENTORY CONTROL SHEET

SCHOOL NAME _____ DATE _____

TEST COORDINATOR _____ PHONE _____

DIRECT WRITING ASSESSMENT Inventory Control Sheet SCHOOL YEAR 2007-08

	<i>Number sent</i>	<i>Number returned</i>
Grade 5		
DWA Prompt Sheets		
DWA Response Sheets		
DWA Directions for Administration		
Absent Student Rosters		
Cover Sheet Form		
DWA Idaho Alternate Assessment Record Sheet		
Grade 7		
DWA Prompt Sheets		
DWA Response Sheets		
DWA Directions for Administration		
Absent Student Rosters		
Cover Sheet Form		
DWA Idaho Alternate Assessment Record Sheet		
Grade 9		
DWA Prompt Sheets		
DWA Response Sheets		
DWA Directions for Administration		
Absent Student Rosters		
Cover Sheet Form		
DWA Idaho Alternate Assessment Record Sheet		

Instructions for returning DWA materials to the District Test Coordinator

SAMPLE LETTER-DWA PREP

Date

Dear Student:

The Idaho State Department of Education is preparing to assess the writing ability of all ninth grade students on [November 28, 2007](#). You will be included in this important assessment that will be given at your school. The test will take 90 minutes to complete and must be handwritten, in English, using a black ink pen (not a felt tip). You will be limited to the front and back of one response sheet. There is no make up allowed for this writing assessment. Please do the very best you can, for yourself and for your school. All writing assignments will be sent the State Department of Education, in Boise, to be scored by language arts teachers from around the state. Each paper will be read twice and scored based on the following three features:

1. Ideas and Organization. These features are the most important. It refers to your ability to set forth ideas and related thoughts that are both logical and communicative on the assigned topic.
2. Voice and Word Choice. These features often determine the readability of a piece of writing.
3. Sentence Fluency. Effective sentence construction creates an easy flow and rhythm to the writing.

Your language arts teacher will share the scoring standard with you and may have you practice writing several times before the testing day to help you review your writing skills. Your goal should be to receive a score of Proficient (3) or Advanced (4) on this assessment.

SAMPLE LETTER-DWA RESULTS

Date

Dear Student:

The results of the Idaho State Department DIRECT WRITING ASSESSMENT have been received and your score is _____. This score is based on the following scale:

- 4 Advanced writing ability
- 3 Proficient writing ability
- 2 Basic writing ability
- 1 Below basic writing ability

All papers were read by two teachers and scored for an overall impression using the scoring standard developed for the assessment. The scoring standard focuses on these features:

- 1. Ideas and Organization. These features are most important. They refer to your ability to set forth ideas and related thoughts in a logical sequence.
- 2. Voice and Word Choice. These features often determine the readability of a piece of writing.
- 3. Sentence Fluency. The precise use of words and effective sentence construction create an easy flow and rhythm to the writing.

A score of three or higher is considered at grade level. A score below a three indicates that there may be a need for extra work on writing.

Results of this writing assessment will be added to your transcript. If you have questions about your assessment score, talk to your language arts teacher or school counselor.

IDAHO ALTERNATE ASSESSMENTS

District Test Coordinator and Special Education Administrator

It is crucial to the statewide testing program that the district test coordinator works collaboratively with the district assigned special education administrator to ensure that the Idaho Alternate Assessments (IAA) are administered and reported on all special education students who cannot participate in regular state or district-wide assessments even with accommodations.

These two administrators are responsible for:

- Ensuring that state or district wide assessments are administered according to each student's IEP.
- Informing students and parents about the totally inclusive statewide testing system.
- Coordinating testing activities with the local special education personnel and school administrators.
- Making sure that special education students are included in the class roster files (CRF) and coded in the special populations file (SPF) for the Idaho Alternate Assessments in fall and Spring.
- Ensuring that special education students who are eligible for Idaho Alternate Assessments are accounted for in the IRI, DMA, and DWA.
- Ensuring distribution of the answer or response sheets to the appropriate assigned classroom or special education teachers for recording of participation in the Idaho Alternate Assessments.

STUDENTS TO BE TESTED

Special Education students who are eligible for Idaho Alternate Assessments must meet **all** of the following criteria as determined by the IEP (Individualized Education Program) team at least annually and be supported by documents that have been reviewed by the IEP team. Student eligibility must be stated in the current IEP that is in effect when the district administers the state or district wide assessments for all students.

1. The student demonstrated cognitive ability and adaptive behavior prevent completion of the general education curriculum, even with program modifications.
2. The student's course of study is primarily functional- and living-skill oriented, which is not measured by district and/or state assessments;
3. The student is unable to acquire, maintain, or generalize skills in multiple settings and demonstrate performance of those skills without intensive frequent individualized instruction.

A student is not included in the Idaho Alternate Assessments for any of the following reasons:

1. The only determining factor is that the student has an IEP;
2. The student is academically behind because of excessive absences or lack of instruction; or
3. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the IEP team determines that a student is working on knowledge and skills within specific general education achievement standards that are measured by district/or state assessments, the student may take that relevant portion of the statewide general education assessment as well as any appropriate Idaho Alternate Assessments.

Eligible students may participate in the alternate assessments in one of the following three ways:

- Regular assessment without accommodations for a portion of the statewide assessments and the remaining portion with the alternate assessments. IEP indicates alternate assessment areas.
- Regular assessment with accommodations for a portion of the statewide assessments and the remaining portion with the alternate assessments. Indicate alternate assessment areas and accommodations for the regular assessment.
- Alternate assessment entirely.

TESTING DATES

The Idaho Alternate Assessments are administered only during the ISAT spring testing window.

Participation in the Idaho Alternate Assessments for the ISAT will use the recording system that has been established to identify special education regular assessment, accommodated assessment, or alternate assessments for each of the content areas or combination of the coding for the student. Even though the IAA is only administered in the spring, all students are recorded in the fall and spring.

Participation in the Idaho Alternate Assessment will be recorded on the regular statewide or district assessment answer sheets according to the directions for the individual assessments at the same time of the district testing dates.

Students participating in the Idaho Alternate Assessment for the Idaho Reading Indicator will mark the appropriate boxes on the Student Record Sheet for the fall, winter and spring IRI.

Students participating in the DWA and/or DMA will complete an Alternate Assessment Record Sheet (DMA - page 25, DWA - page 37) using the same coding that has been established for the ISAT, and include this sheet with materials sent in with DMA and DWA.

Refer to the appropriate section of the Test Coordinator's Manual for an explanation of the assigned codes for special education, additional information for each assessment, including collection and returning assessment forms.

RATING SCALES

The Idaho Alternate Assessments are standardized rating scales and have been completed for the following subjects and grades:

Subject	Grades	Description
---------	--------	-------------

Reading scale	3-8 and 10	Contains alternate knowledge and skill items from general education standards in reading, listening and viewing.
Writing scale	3-8 and 10	Covers alternate items from writing and speaking general education standards.
Math scale	3-8 and 10	Covers the categories of computation, reasoning, and problem solving measurement, concepts of algebra, geometry, statistics, and math models and functions.
Science scale	5, 7 and 10	Covers the categories of nature of science, physical science, biology, earth and space systems, personal and social perspectives, technology, healthy lifestyles, risk taking behaviors, communication skills for healthy relationships, consumer health, and mental and emotional wellness.

REPORTING RESULTS

As required by IDEA 1997, the SDE will make available to the public, in the same detail and with the same frequency as it reports assessments of non-disabled students, the following:

1. The number of children with disabilities participating in the Idaho Alternate Assessments and the percentage of students at the pre-requisite proficiency level by state, district, and school if doing so would not result in the disclosure of identifiable information of an individual student.
2. The number of students with disabilities participating in the regular assessments and the performance results if doing so would not result in the disclosure of identifiable information of an individual student.
3. Aggregated and disaggregated data on the performance of students with disabilities in the regular assessment.

The Idaho Alternate Assessments rating scale scores result in determining a student's proficiency level in each applicable content area. The proficiency levels are aggregated with scale scores and the proficiency level of an individual student is reported to parents just as parents of students without disabilities receive a parent report. Special education teachers or assigned personnel are instructed to print the IAA individual student reports after the close of the testing window. These reports must be sent to parents during regularly scheduled conferences in the district or at the annual IEP review when alternate assessment eligibility is determined. The individual, school, district, and state IAA reports can be accessed at the same secured website of the IAA rating scales approximately one week after the close of the testing window.

IDAHO ALTERNATE ASSESSMENT ADMINISTRATION

The Idaho Alternate Assessment is administered in reading, math, language arts and/or science during the spring ISAT testing window. The proficiency ratings from the spring IAA are used by the SDE when reporting the results of the fall ISAT, the IRI, DMA, and DWA.

The IAA is an on-line assessment that can be accessed at the special education homepage <http://www.sde.idaho.gov/specialeducation>. Because this is a secure site, school district personnel are given access to the web site only during the testing window. Access requires a login name and password that can be acquired from Liz Bermensolo Compton at 208-426-4315 or ebermen@boisestate.edu. Specific instructions for administration of the IAA can be found in the IAA manual found at the

same website for the State Department of Education's Special Education homepage <http://www.sde.idaho.gov/specialeducation>. An IAA demonstration site is usually set up by March 1 for the purpose of practicing and to begin the collection of student data and information that will be used to rate student performance on the rating scales. This demonstration site is removed when the testing window opens.

Students eligible to take the IAA are rated on the Alternate Knowledge and Skills in each of the content areas. School personnel are required to rate the students on all items on the assessment. They are also required to collect a variety of evidence to support the ratings only on items aligned to each student's goals on the IEP. This evidence must be maintained by the district in the student's file. Evidence may include student work samples, observation data, video clips, audio clips, interview data, etc. To ensure reliability and validity of the assessment, a second rater must administer the assessment to a random selection of the students.

Training for the administration of the IAA is available on the electronic learning community for the alternate assessment at www.idahotc.com. A direct link to the electronic learning community is also on the Special Education homepage with the Department of Education. Links to IAA training webinars that have been conducted are available at this site.

IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

WEB-BASED ASSESSMENT

The State Board of Education has contracted with the test vendor to provide a web-based assessment. The Idaho Standards Achievement Test (ISAT) is a student testing program that measures the achievement of Idaho students based on Content Standards adopted by the Idaho State Board of Education. All students in grades 3-10 are to be tested in the three content areas of Reading, Language Arts, and Mathematics. In addition, all students in grades 5, 7 and 10 are to be administered the Science ISAT.

The ISAT program is delivered through a contract with Data Recognition Corporation (DRC). As part of this contract, the ISAT is administered online via the computer using software developed by Computerized Assessments and Learning (CAL). This software provides not only the interface with students that presents test items and captures responses, but includes the necessary training tools, tutorials and practice experiences to support the successful implementation of the ISAT program. The technology assists in all aspects of managing student achievement data and allows for scores to be reported immediately as students complete the assessment.

The ISAT provides teachers, students, and parents with an assessment of student progress in mastering the basic skills. When administered at regular intervals over time, it is possible to determine whether an individual student, or an entire grade level, is making satisfactory progress in the basic skills areas assessed. A schools/districts and teachers can use the assessment data to inform instructional planning for individual students, classes, grade levels and intervention programs.

Download the ISAT Test Administration Manual at <http://isat.caltesting.org/index.html>

SCALE SCORES (Rasch Vertical Scale)

Scale scores are equal interval scores that are used to denote student achievement and student growth, similar to the way feet and inches are used to describe distance. Scale scores range from 150 to 300 and are divided into four proficiency levels by grade and content area. Achievement Standards, often referred to as cut scores, are set using a Bookmark Method by groups professional Idaho educators during the test development process. Achievement Standards will be reset every few years as required when significant changes are made to the ISAT.

PLANNING FOR TEST ADMINISTRATION

SCHEDULING THE ACHIEVEMENT TESTING

Be proactive.

In developing a plan for test administration it will be necessary to consider that each of the content assessments (math, reading, and language usage) given to each student will require approximately 90 minutes to complete. It is recommended that students take only one content area per day. Grades 5, 7 and 10 will also take the science test which will require budgeting at least another 90 minutes of testing time.

TESTING ENVIRONMENT

For a web-based assessment it is especially important to provide a positive testing environment. The tutorials and practice tests will be useful in preparing students for the on-line testing experience. Scheduling for rooms and seating should be announced well in advance so that staff and students are relaxed and prepared. Regular computer labs or classrooms with laptops are recommended. Here are some ideas to keep in mind when preparing for testing:

- Work with staff to ensure that student have a positive introduction to the ISAT.
- Maintain as normal a classroom situation as possible.
- Make special provisions to ensure quiet with no interruptions.
- Post “TESTING – DO NOT DISTURB” signs on doors.
- Ask that students not be called to the office during the testing session.
- Ask the school administration not to schedule a fire drill during the testing time.
- Chalkboards or whiteboards should be clean and free of distractions.
- Wall charts and bulletin boards that may offer help with the assessment should be removed or covered during the test administration.
- The computer screens should be easy to see and free from glare.
- The computers used for testing must be kept secure at all times.
- **All students must enter and leave the testing area with nothing.**

EXAMINERS AND PROCTORS

Assessments are to be administered by professional staff members who have been oriented in the proper test administration procedures for the ISAT used in the school. The assistance of a proctor is essential. It is the responsibility of the district test coordinator to properly train all proctors, teachers, and building test coordinators. A ratio of one adult for each 12-15 students is recommended in the computer setting. Teachers’ aides may be used as proctors and will be trained by the district or building test coordinator. Examiners and proctors must be acquainted with procedures before the assessment window opens. It is recommended that all examiners and proctors review the Coordinator/Administrator Tutorial, Student Tutorial, and at least one Student Practice Test prior to administering the ISAT.

Test Session Tickets will assist in maintaining test security.

Before the testing session begins,

- The examiner/proctor must verify that each student has received a Test Session Ticket for that day’s session and that the information on that ticket is accurate for the student.
- The examiner/proctor must verify that students are actually sitting at the computer where they will be taking the test before activating the test ticket.

Proctors are not to reactivate or terminate student testing without the consent of the building administration.

CHOOSING THE APPROPRIATE TEST

The student Test Session Ticket will indicate which content, part(s), and grade level assessment the student will be taking. Each content and part will require a new testing ticket for the student. It is possible and acceptable for students to be working on different content tests (math, reading, language usage, or science) at the same time in the same testing room. At the end of each testing session all student tickets must be collected and destroyed. For test security students may not leave the testing area with their testing ticket(s).

PAUSING A TEST

The pause function is for short breaks in case of emergency (bathroom breaks, fire drill, etc.). The system will pause for 15 minutes. After 15 minutes the student will be logged off and will need to log back in to complete the session. (A student can use the original ticket to log back in within the 90-minute window activated with the initial log in. If the break lasts beyond that 90-minute window, the test must be reactivated by the examiner with approval from the building administrator.) **The 90-minute window is not a time limit.** For a student that works through the 90-minute window, the software will allow the student to keep working as long as necessary to complete the assessment.

REACTIVATING A TEST

Test schedules must allow at least 90 minutes for each content area. Students who are known to need additional time should be scheduled appropriately. If a student needs to stop testing for more than the 15 minutes allowed by the pause function the test examiner has the ability to reactivate the test within the school day. All reactivations during the same day as the initial login do NOT need prior approval, but the students should be monitored between sessions. The assessment team at the Office of the State Board of Education requests that all test examiners who reactivate a student's test on the same day document the reason for reactivation. The detailed steps for reactivating a student's test will be provided in the ISAT Test Administration Manual, which can be downloaded from the ISAT testing site.

GUIDELINES FOR OVERNIGHT REACTIVATIONS

Overnight reactivation on the next day of testing is discouraged. For test security purposes all over night reactivation requests must be reviewed and approved by the OSBE Assessment Team prior to reactivation. Reactivations will be evaluated on a case by case basis. Reactivation requests should be sent directly to the Office of the State Board of Education via email at accountability@osbe.idaho.gov with the following information included: District Number, Students Name, School, Grade, Content Level/Part, and Reason for Reactivation.

Here are some examples for reactivation approvals and denials.

Approvals

- 1) If a student has an IEP, ELP, or 504 Plan that specifically states “extend time for testing” the students will be automatically approved.
- 2) Computer Malfunction/Lost Internet Connection
- 3) Emergencies (Bomb Threat, Fire Drill, act.)

Denials

- 1) Time (No exceptions other than IEP, ELP, or 504 Plan)
- 2) Illness/Doctor Appointments
- 3) Left for School Activities/Field Trip
- 4) *Wrong Ticket/Login Error

*Once a student logs into a test he/she must finish the part they have started even if the content area differs from other students in the testing area.

In order to effectively maintain test security all procedures and policies for reactivation must be followed. If a test examiner or proctor is found misusing the reactivation policy and procedures, the Assessment Team at the office of the State Board of Education may take suitable action ranging from a warning or denied reactivation, to invalidation of the student(s) test.

RETESTING

NO RETESTING IS ALLOWED

INVALIDATING A TEST

If the test examiner or proctor believes the integrity of the ISAT has been compromised, the computer should be put on “pause” and the student removed from the testing location. *The building principal will determine if the student assessment will be invalidated or if the test will be reactivated and the student be allowed to continue the assessment.* Possible reasons to consider invalidating a test:

- The student receiving help from another student;
- Students switching computers during the test;
- The student refusing to take or continue the test;
- Examiners, proctors, or other adults in the room explaining test items to students;
- Examiners, proctors, or other adults in the room reading words or passages to students;
- Examiners, proctors, or other adults in the room pointing to or suggesting the correct response;
- The student was using a calculator on a non-calculator portion of the math test.

STUDENTS FALLING WITHIN THE POPULATION NOT TESTED

The expectation of the State Board of education is that all students be tested. NCLB requires at least a 95% participation rate. Starting with the 2007 Fall Administration the testing system will require the test examiner to document the reason for a student not tested in the system. Some possible approved explanations include:

Parent Refusal

Student Refusal

Absent (not withdrawn)

Medical Release (unless appealed)

Suspension

A student who leaves a school during the regular testing window should be “exited” by content area for any test(s) that were not taken.

TEST SECURITY

Test security at all levels must be high on the list of priorities in order to keep the validity and reliability in the statewide testing program. It is important to follow these guidelines.

- All administrators, test coordinators, and proctors must complete the Test Security Agreement (End of ISAT Section) before the testing window opens for each administration. Forms should be kept at the district office for two years and available to the State Board of Education employees for auditing purposes at any time.
- Any person having an opportunity to view test items must sign the test security agreement.
- Testing tickets are considered secure materials and must be collected after testing is completed. Teachers/Proctors are NOT allowed to login students without the student being in the room to verify attendance.
- NO ONE is to have access to test questions before or after testing. Computer labs used for testing should be monitored at all times.
- Making copies of test questions or writing items on scratch paper and taking the paper out of the testing room to share with others is unethical; these are copyrighted materials and are secured for the purpose of testing.
- Examiners and/or proctors are not permitted to discuss test item questions with students during the testing period or to read specific words to students.
- Calculators are permitted ONLY for Part 2 on the math assessment in grades 5 through high school. Calculators are not permitted on any portion of the math assessment in grades below five.
 - On the adaptive ISAT administered in the fall, and the extender section

administered in the spring, a student in grade 5 or below may encounter items that allow the use of a calculator. In that case, the software will provide one.

- Students are not allowed to have PDA's, cell phones, IPOD's, or other similar electronic devices with them in the testing area.
- Teachers are not allowed to use a student ticket to take the ISAT.

REMINDERS

- The best testing conditions include a positive attitude on the part of the examiners and students. Make sure that all students have taken the Tutorial and at least one practice test for each content (math, reading, language usage and science) before the testing window opens.
- Students are required to present Test Session Ticket in order to take the ISAT.
- **Students with current I.E.P, 504 plans and/or written LEP Learning plans should be provided the accommodations appropriate for each content test as described in their plan.**
- IAA follows the same time line as the ISAT and all on-line documentation must be completed no later than 5 p.m. on the last day of the spring testing window.
- LEP1 students must take the math and science (in grades where offered) ISAT tests
- Examiners are responsible to see that the student named on the computer screen is the student at the computer.
- It is essential to have a systematic procedure established to allow sufficient testing time for all students to be able to take all required ISAT tests during the testing window.
- It is crucial to maintain a list of students who were absent on testing days and verify make-up testing ISAT reading, language usage, math, or science tests before the end of the make-up testing window.
- Computer screens should be easy for students to see and as free from glare as possible.

REPORTING

Students will receive an immediate score once they complete a content area. Immediately following the review page, the student will see his/her scale score. **These**

scores are to be considered preliminary until verification has been finalized. Scores can not be printed by the students but teachers and test coordinators have access to a class roster which will be available in PDF or can be downloaded as an MS Excel file. These rosters can be printed.

It is the district's responsibility to make certain that parents receive the Individual Student Report (ISR) after each test administration. The ISR will be provided by DRC and will be available soon after the student scores have been released to the schools and districts throughout the state.

IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT) ETHNICITY/RACE CODES

The state requires that students be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. To identify students by race/ethnicity please use the following **numerical** code:

<u>Group Code</u>	<u>Interpretation</u>
01	<i>American Indian/Alaskan Native</i>
02	<i>Asian</i>
03	Black/African American
04	Native Hawaiian/Other Pacific Islander
05	White
06	Hispanic or Latino Ethnicity
07	Other/Unknown (changing to Multi-Racial in school year 2007-08)

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

1. **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. **Black/African American:** a person having origins in any of the Black racial groups of Africa.
4. **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. **Hispanic or Latino Ethnicity:** a person who traces his or her origin or descent

to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

7. **Other/Unknown (Multi-Racial):** a person with multiple origins, an origin that does not fit any of the first six categories, or is not known.

It is not appropriate to determine race by the last name of a student.

SPECIAL CODING

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Please designate all areas that apply for each student for the following:

FRL	Free or Reduced Lunch
LEP	Limited English Proficient
LEP1	Limited English Proficient in the first year of U.S. School ¹
LEPX1	Limited English Proficient exited LEP program within the past year ²
LEPX2	Limited English Proficient exited LEP program within the past two years
TIA	Title I A. (Targeted Assisted and School Wide Title I programs).
MIG	Migrant
GAT	Gifted and Talented
NOD	Neglected or Delinquent
HML	Homeless
HMS	Home School Student testing in only in required content area(s).
(Name)-HS	Home School Student testing in non-enrolled content area(s).
SPE	Special Education
SPEX1	Special Education exited Special Ed. Program within the past year.
SPEX2	Special Education exited Special Ed. Program within past two years.
ACR	Accommodation for the Reading Assessment
AAR	Alternate Assessment for the Reading Assessment
ACL	Accommodation for the Language Assessment
AAL	Alternate Assessment for the Language Assessment
ACM	Accommodation for the Mathematics Assessment
AAM	Alternate Assessment for the Mathematics Assessment
504	Students on 504 Plans
ACS	Accommodations for the Science Assessment
AAS	Alternate Assessment for the Science Assessment

It will be possible to make changes to the student demographics until the end of the testing window. After the testing window has closed it will not be possible to add,

¹ A student can be classified as LEP1 if they have been in a U.S. school (not including Puerto Rico), not just an Idaho school, for 12 months or less. This student must be identified as LEP through the ELL Placement Test before they can be considered LEP1. A student that qualifies as LEP1 may only take one fall and one spring administration of the ISAT with the LEP1 designation.

² A student can be classified as LEPX1 or LEPX2 if they have exited an LEP program within the past two years. This is determined by the Idaho English Language Assessment (IELA). A student can be exited at any point during the school year, but may only qualify for one fall and one spring administration of the ISAT as LEPX1. Likewise, the student may only qualify for one fall and one spring administration of the ISAT as LEPX2.

change, or delete any student demographic. This information is used for AYP reporting after the spring ISAT. **No appeals may be filed to change student demographics.**

DISPOSITION OF ISAT MATERIALS

- Any and all scratch paper used while the students are taking the ISAT must be collected at the end of each testing session during the day, shredded and destroyed by the test administrator.
- Test Session Tickets must be collected before students are allowed to leave the testing area (computer lab, classroom). These tickets are to be shredded and destroyed by the test administrator.
- Manuals and Test Booklets for Paper/Pencil and Braille will be collected and returned to DRC in the manner specified in the DRC Test Administrators Manual. Failure to follow specifications and timelines will result in delayed or non-reported student scores.



Fall 2007 Test Security Agreement

**TESTING PERSONNEL
TEST SECURITY AGREEMENT**

I acknowledge that I will have access to the Idaho Standards Achievement Tests (ISAT) for the purpose of administering the test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

- 1 I will protect the contents of the test from any improper access.
- 2 I will handle test items or test booklets in accordance with security instructions. Copying or taking notes about any part of the test is not allowed.
- 3 I will carefully restrict access to the test materials to only persons authorized by the District Test Coordinator.
- 4 I will assure students' responses are accurate reflections of their own work.
- 5 I will assure that students' answers to test items are their own and that no one offers any improper assistance to students.
- 6 I acknowledge that discussing with teachers/ students or answering any test questions contained in the electronic assessment before, during, or after the administration of the test is a violation of test security.
- 7 I understand my username and password for the ISAT electronic tests are secure and must remain confidential.

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

Please be sure to print, sign, and return the *Test Security Agreement* (from the computer OR manual) to the District Test Coordinator before administering any ISAT.

Signed: _____

Print Name: _____

Position: _____

School: _____

District: _____

Date: _____

ISAT Test Dates

The ISAT test is required for public school students who are in grades 3-10.

2007-2008

Fall Administration

September 17, 2007-October 26, 2007

Immediate Score Reports

November Field Test

November 5-16, 2007

Testing 10th Grade Students for 9th Grade Item Development

No Score Reporting

Winter Administration (11th & 12th Grade Only)

December 3, 2007- January 25, 2008

Immediate Score Reports

Spring Administration

April 14–May 16, 2008

May 12–16 (For make-up tests only)

Immediate Score Reports

2008 – 2009

September 15 – October 24, 2008

December 8, 2008 – January 23, 2008 (11th & 12th Grade Only)

April 13 – May 15, 2009 (Last Week of Testing Window For make-up tests only)

Summer Retest for Graduation Test

2009 – 2010

September 14 – October 23, 2009

December 7, 2009 - January 22, 2010 (11th & 12th Grade Only)

April 12 - May 14, 2010 (Last Week of Testing Window For make-up tests only)

Summer Retest for Graduation

2010 – 2011

September 13 – October 22, 2010

December 6, 2010 – January 21, 2011 (11th & 12th Grade Only)

April 11 – May 13, 2011 (Last Week of Testing Window For make-up tests only.)

Summer Retest for Graduation

IDAHO ENGLISH LANGUAGE ASSESSMENT (IELA)

The IELA is a federally mandated assessment for LEP students and is administered annually every spring. All LEP students are required to take the IELA, regardless of the program of service they are given within the school or district. Any student who has been exited from the program and is in their 2 year monitoring status may take the test, but is not required to test. Exited LEP student scores will not be counted within student, school and district growth reports.

A pre-identification process to register all LEP students for the spring IELA will take place each November/December. Districts must either upload all of their data or make edits to existing data. Students who enter the district after the pre-identification process will still have to take the test, but will have to have their answer documents bubbled in by the examiner.

The IELA is a paper-pencil test with Braille and Large Print available. All special education/LEP students must take the entire IELA to the best of their ability.

For all grade spans except Kindergarten, there are two test booklets of differing difficulty. Form 1 is designated for LEP1 students (defined as new to a U.S. school within the last 12 months) who are at the Beginner Level in Reading and Writing. Form 2 is for all other LEP students. If, however, an LEP1 student is beyond Beginner Level in Reading and Writing, he or she should take Form 2. The level of most students is determined by the school/district at the time of the Pre-ID Process in December and a list of this information will be provided to the School Test Coordinator for reference.

The 2008 IELA administration will have some field test items embedded into each form. It is essential that the test coordinators are aware that students must have a corresponding test and answer booklet.

For more information on the IELA and an annual Test Coordinator's Guide specifically for the IELA, please visit: <http://www.boardofed.idaho.gov/IELA/index.asp> .

NATIONAL ASSESSMENT FOR EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP), also known as the "Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states, but does not provide results for Idaho school districts, schools, classrooms, or individual students.

The Idaho State Board of Education includes NAEP in the statewide testing program because it gives us comparative state and national information about student achievement in reading, mathematics, science and writing. Even though the U.S. Department of Education pays for and administers NAEP, there is no federal requirement that an individual student complete all or any part of the assessment. However, Idaho administrative law does require that students enrolled in Idaho public schools (and public charter schools) participate in NAEP, if selected, just as they would in the Idaho Standards Achievement Tests or any of the other state mandated assessments.

During the 2007-08 school year, Idaho students, selected on a random basis, will take part either in the NAEP 2008 Long Term Assessment, the NAEP 2008 National Arts Assessment, or item field testing for NAEP 2009. It is anticipated that most students will require less than two hours to finish the assessment activities.

In 2007-08, the Long Term Assessment will be conducted from early October, 2007, through late May, 2008. The National Arts Assessment and the item field testing will be administered between January 28 and March 7, 2008. The specific test day for each participating school is scheduled, as far as possible, to accommodate both the school's calendar and NAEP's calendar.

APPENDICES

Accommodations Policy for Inclusion of LEP Students in Statewide Assessments

Accommodations Policy for Inclusion of Special Education Students in Statewide Assessments

Staff Preparation for Testing

Press Release Blueprint

Release of Test Scores

Non-Public School Materials Request Form

DWA/DMA Reader-Scorer Nomination Form

Accommodations Policy for Inclusion of LEP Students in Statewide Assessments

Students who are limited English proficient (LEP) are to be included in all district and statewide assessment programs. Appropriate accommodations must be provided where necessary. LEP students who meet the state developed alternate assessment eligibility guidelines, through Special Education services, may be exempted from part of all of the regular district or statewide testing and must participate in the alternate assessment. Participation rates and performance data, both aggregate and disaggregate, for all students are reported to the public annually.

The district LEP team will determine how the limited English proficient student will participate in regular assessments with accommodations, without accommodations or in the alternate assessment (IAA), if the student is also eligible for special education and meets the IAA criteria. The district LEP team determines what accommodations to use **based on the accommodations listed below. These accommodations are appropriate for use during the administration of assessments only if they are used regularly by the student during instruction and classroom testing.** It is important to note that not all classroom accommodations are appropriate for testing. Only those listed below may be considered on a statewide assessment. LEP teams and district coordinators must be knowledgeable of the state and district assessments being administered to all students and ensure that the accommodations that are used in assessments are also used for instruction and classroom testing. This will result in full participation of all students in state and district wide assessments

The following guidelines will be used to determine how the student will participate in statewide and district wide assessments.

1. Regular Assessment without Accommodations

The district LEP team determines and documents in the LEP Educational Learning Plan (ELP) that a student can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not Invalidate the Test Results

Accommodations for LEP students must be based on the individual needs of each student. These decisions will be made by the district LEP team and must be recorded on the ELP. All LEP students who are given accommodations must have an ELP on file. Accommodations should facilitate an accurate demonstration of what the student knows or can do. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations must be necessary for enabling the student to demonstrate

knowledge, ability, skill, or mastery. The allowable accommodations for testing are listed below. These accommodations are currently allowable by state policy and will not invalidate test results. Any accommodation beyond what is listed below is an *adaptation* and *adaptations do invalidate the test results*. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. *Appropriate accommodations may be used with the ISAT, the DWA, DMA and IRI. Most accommodations are not to be used on the Idaho English Language Assessment (IELA), as it is a measure of the English language ability of an LEP student.* Appropriate accommodations for the IELA are listed in that specific testing manual. Please contact the LEP Program Manager in the State Board of Education if you have any questions.

2. Alternate Assessment

The district LEP team in conjunction with the IEP Team must find that the student meets all of the criteria listed below to determine if the student is eligible to participate in the alternate assessment and not the regular district or statewide assessments. The LEP student must be eligible for special education and have a current IEP that is reviewed annually.

- a. The student's demonstrated cognitive ability and adaptive behavior prevents completion of the general academic curriculum even with program modifications;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are **not** to be included in the alternate assessment for any of the following reasons:

- a. The only determining factor is that the student is in an LEP Program;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the LEP and IEP teams determine that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment, as outlined in the student learning plan and IEP.

DISTRICT/STATEWIDE ASSESSMENT ACCOMMODATIONS GUIDELINES FOR LEP STUDENTS

Testing accommodations for a particular student are only allowable if the accommodations are used during instruction and/or classroom testing and are listed on

the student's Educational Learning Plan (ELP). However, not all classroom accommodations are appropriate for assessments. Only those accommodations listed below are appropriate for LEP students, on a case by case basis, during any statewide assessment.

Several Idaho assessments are now being given in paper–pencil and computer formats. Accommodations for these formats may differ. The following lists are state approved accommodations that will not invalidate the assessments.

PAPER-PENCIL AND COMPUTER ASSESSMENT ACCOMMODATIONS

Setting accommodations:

Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room;
- Use of a study carrel;
- Small group administration in a separate location (i.e. ESL classroom);
- Individual (supervised) administration in a separate location;
- Quiet location with minimal distractions;
- Provision of assistive technology.

Administration and presentation accommodations:

Flexible Presentation includes changes in how an assessment is given to a student. The administration of the test must be by a testing coordinator or trained ESL staff. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Clarifying/explaining **test directions (not test item directions)**:
 - Clarifying/explaining **test directions (not test item directions)** in English
 - Clarifying/explaining **test directions (not test item directions)** in native language
 - Rereading the **test directions (not test item directions)**
 - Highlighting the key words or phrases in the **test directions (not test item directions)**
 - Simplifying the language to clarify or explain the **test directions (not test item directions)**, or paraphrasing
 - Provision for student restatement of **test directions (not test item directions)** in his or her own words
 - Providing oral/written **test directions (not test item directions)** in English
 - Providing oral/written **test directions (not test item directions)** in native language (providing translation of directions)
 - Providing audio-taped **test directions (not test item directions)** in English
 - Providing audio-taped **test directions (not test item directions)** in native language;
- **Test items** and **test item directions** read aloud in English on a test other than

Reading;

- Using one complete sentence per line in reading passages;
- Prompting the student to stay focused on the test, move ahead, or read entire item;
- Student uses an English or bilingual **word-to-word** dictionary.

Scheduling accommodations:

LEP students may need accommodations in scheduling due to difficulty in reading and performing in the English language. Scheduling accommodations may include:

- Extra time to take the test or providing for frequent breaks;
- Small group administration;
- Multiple testing sessions;
- Altering the time of day the test is administered (e.g., morning, midday, afternoon);
- Administering the test in several sessions; administering the test over several days if permitted in the format of the assessment.

Response accommodations:

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:

- Student dictates response in English to a scribe for tests other than writing;
- Student dictates response in native language to a scribe for tests other than writing;
- Student uses an English or bilingual word-to-word dictionary;
- Answers are marked directly in the test booklets.

Assistive Technology (AT) accommodations:

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation should be determined by the IEP team and supported by the district LEP team, listed on the ELP, and used in the regular instructional program. Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Noise buffer;

- Templates to reduce visible print;
- Markers or masks to maintain place;
- Tape to secure papers to work area;
- White noise;
- Special lighting; or
- Use of a calculator on math reasoning sections (not to be used on sections measuring math computation skills).

ADAPTATIONS

Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

Examples of adaptations:

- Clarifying, translating, or re-reading **test items** and **test item directions**
- Reading a *Reading* test to a student
- Answering questions about **test items** any time during the test, even without giving the answers
- Defining words for the student
- Using dictionaries that provide definitions
- Translating the entire test into student's native language
- Allowing the student to complete the DWA or DMA in a language other than English

POLICY FOR INCLUSION OF SPECIAL POPULATIONS IN DISTRICT OR STATEWIDE ACHIEVEMENT TESTING

STUDENTS WITH DISABILITIES

Students with disabilities are to be included in all district and statewide assessment programs. Accommodations must be provided when necessary.

Students who meet the state-developed alternate assessment eligibility guidelines for significant cognitive impairments may participate in the Idaho Alternate Assessment instead of part or all of the regular district or statewide testing. Participation rates and performance data, both aggregate and disaggregate, for all students are reported to the public annually.

The IEP team will determine how the student with disabilities will participate in the district and statewide assessment programs. Options include regular assessments with accommodations, without accommodations or in the alternate assessment. A five step process for IEP teams to use in the selection, administration, and evaluation of the use of classroom and assessment accommodations is provided to guide IEP teams, 504 plan committees, general and special education teachers, administrators, and district level assessment staff. More information about the five steps is in the Idaho's Accommodation Manual for Special Education. The five steps include the following:

1. Expect students with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and assessment for individual students.
4. Administer accommodations during instruction and assessment.
5. Evaluate and improve accommodation use.

The IEP team determines what accommodations to **use in assessments based on those that are used regularly by the student during instruction and/or classroom testing**. It is important to note that not all classroom accommodations are appropriate for statewide or district testing. Some classroom accommodations, such as reading a reading passage, may actually invalidate statewide assessment results. Therefore, IEP teams and district coordinators must be knowledgeable of the state and district assessments being administered to all students and ensure that accommodations noted in technical or administration manuals that yield valid and reliable results are used for statewide assessments. This will result in full participation of all students in state and district wide assessments.

The following guidelines will be used to determine how the student will participate in statewide and district-wide assessments:

1. Regular Assessment without Accommodations.

The IEP team determines and documents in the IEP that a student with a

disability can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not invalidate the test results.

Accommodations for students with disabilities must be based on the individual needs of each student. These decisions will be made by the IEP team and must be recorded on the IEP. Accommodations should facilitate an accurate demonstration of what the student knows or can do. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results. Allowable accommodations for testing are listed below. Any accommodation beyond what is listed below will be considered an adaptation which will invalidate the test results. |

Students with disabilities who are eligible for a 504 accommodation-plan may also participate in the district or statewide assessment program if the accommodations are listed on the plan and are used for instruction and classroom testing.

3. Alternate Assessment

The IEP team must find that the student meets all of the criteria listed below to determine if the student is eligible to participate in the alternate assessment and not the regular district or statewide assessments:

- a. The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program modifications;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are not to be included in the alternate assessment for any of the following reasons:

- a. The only determining factor is that the student has an IEP;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum

because of socioeconomic or cultural differences.

If the IEP team determines that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment.

4. Regular Assessments with Adaptations

A student may be unable to demonstrate what he or she knows without an adaptation. However, an adaptation inherently changes the underlying skills that the test is measuring; therefore, an adaptation **always** invalidates the assessment result.

The IEP team has the authority to make the decision that a student needs an adaptation in order to participate in statewide and district wide assessments under IDEA, even though the adaptation will cause the student to score as “**not proficient**” and to be counted as **NOT participating** in the assessment under AYP determinations. All IEP team members, including the parent and/or adult student, shall understand (a) the possible consequences that could result from this decision and (b) its effect on diploma options and post school activities involving education, career opportunities, military service, and community participation.

DISTRICT/STATEWIDE ASSESSMENT ACCOMMODATIONS GUIDELINES

Accommodations for district and statewide assessments shall only be considered allowable, valid, and scorable if they are used during instruction and/or classroom testing and are listed on the student's IEP or 504-accommodation plan. However, it is important to remember that not all classroom accommodations are appropriate for assessments.

Accommodations are commonly categorized in four ways: (1) presentation and administration, (2) response, (3) setting, and (4) timing and scheduling. The following lists are state approved accommodations from these categories that will not invalidate statewide assessments.

Several Idaho statewide assessments are now being given in paper-pencil or computer-adapted formats. Accommodations for these formats may differ. Students who have not had access to computer-based instruction and/or assessment should be given opportunities prior to the statewide assessments to use tutorials or take practice tests.

More detailed accommodation lists for each statewide assessment is listed in the Idaho Accommodation Manual for Special Education. This list is not exhaustive and there may be other accommodations that are appropriate for a particular student. For special approvals of other accommodations not listed or for clarification, e-mail the testing coordinator at the Idaho State Board of Education or the Special Education section at the Idaho Department of Education.

PAPER-PENCIL and COMPUTER ACCOMMODATIONS

1. Flexible Presentation and administration

Flexible presentation and administration includes changes in how an assessment is given to a student. Students are allowed to access information in ways that do not require them to visually read standard print. The modes of access can be auditory, tactile, visual, and multi-sensory. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Computer screen and/or screen overlays
- Large print
- Braille and/or Nemeth Braille code
- Magnification device
- Tactile graphics
- Screen reader

- Using a reader (audio recording or human) to read directions;
- Reading the test items to the student (audio recording or human -not to be used on sections measuring reading ability);
- Rereading the test directions;
- Answering questions about the test administration directions;
- Using an interpreter to sign directions or questions;
- Audio amplification devices
- Increasing the spaces between the items;
- Reducing the number of items per page or line;
- Increasing the size of the answer bubbles;
- Highlighting the key words or phrases in directions;
- Explaining the test administration directions to the student any time during the test;
- Using one complete sentence per line in reading passages;
- Locating the answer bubbles directly along side of the choices in multiple-choice exams;
- Using cues on the answer form (e.g., arrows, stop signs);
- Writing helpful verbs in the directions on the board or on a separate piece of paper;
- Simplifying the language to clarify or explain the directions;
- Providing extra examples; or
- Prompting the student to stay focused on the test, move ahead, or read entire item.

2. Flexible Responses

Students are allowed to complete assessments in different ways or to solve or organize problems using some type of assistive device or organizer. The primary reason for providing flexible response accommodations is to meet needs related to physical and sensory disabilities that limit the student's ability to respond. However, processing difficulties that limit the ability to get a response may also be a reason for requesting accommodations; such accommodations may include, for example, using a calculator when the target skill is math problem solving (not calculation) or using a spell checker when the target skill is written composition (excluding mechanics).

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:

- Student dictates or signs responses to a scribe;
- Student points or using other assistive communication device to response to a scribe.
- Marking in the test booklet rather than on an answer sheet with bubbles;
- Type on or speak to a word processor
- Use spelling and grammar assistive device (Not when assessing writing

- mechanics)
- Increased spaces on answer sheet;
- Calculation device (e.g. talking calculator with enlarged keys, but not when measuring calculation)
- Manipulatives or Abacus for calculation
- Student repeats and explains directions to check for understanding
- Student talks aloud when answering items, e.g. reads items and answers aloud in a separate setting)
- Use graph paper to keep numbers in proper columns
- Wider lines or margins;
- Student uses an English dictionary glossary.

3. Flexible Setting

Setting Accommodations change the location in which a test is given or the conditions of the assessment setting. Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room (front, near exit, etc;)
- Location to reduce distractions such as study carrel;
- Small group administration in a separate setting;
- Individual administration in a separate location;
- Quiet location with minimal distractions; or
- Location to provide assistive technology devices or special equipment.

4. Flexible Timing and/or Scheduling Accommodations

Flexible timing and/or scheduling increase the allowable length of time to complete an assessment and perhaps changes the way the time is organized.

Flexible timing and/or scheduling may include:

- Altering the time of day the test is administered (e.g., morning, midday, afternoon, after ingestion of medication);
- Administering the test in several sessions; administering the test over several days; or
- Administering the subtests in a different order (e.g., longer subtest first, shorter subtest later, math first, English later).
- Next day restart – extended time (Student must not have access to items)
- Multiple or frequent breaks
- Cues to begin working and stay on task

Flexible timing accommodations are appropriate in the following circumstances:

- a. Some accommodations create fatigue, such as the use of magnification equipment, tape recorders, and earphones. The use of these accommodations may require additional breaks, but not more total working time.
- b. Additional breaks may be needed because of very short attention spans, but not additional total time.

Assistive Technology

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation must be: determined by the IEP team, listed on the IEP, and used in the student's regular instructional program.

Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a hearing aid or communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations and some have been listed in the categories above. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Study carrel;
- Adaptive or special furniture;
- Magnification or amplification devices;
- Audio taped administration (notify SDE in advance for DMA/DWA);
- Computer reads directions and/or items;
- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;
- Dark or raised lines;
- Pencil grips or large diameter pencil;
- Magnets or tape to secure papers to work area;
- White noise;
- Slant board or wedge;
- Communication device;
- Braille;
- Word processor or typewriter (spell checker not allowed if spelling is being tested);

- Special lighting;
- Special acoustics;
- Large print or Braille version; and
- Use of a calculator or abacus on math reasoning sections (not to be used on sections measuring math computation skills).

ADAPTATIONS

Adaptations invalidate the test results. If adaptations are used, the IEP team must discuss the purpose and need for the adaptation and any consequences that might result from using the adaptation (non-standard accommodation) that invalidate assessment results. According to federal requirements in calculating Adequate Yearly Progress for student performance, the Student will not be counted towards participation and is considered not proficient.

Examples of adaptations:

- Answering questions about **test items** any time during the test that provides the student an unfair advantage, even without giving the answers, e.g. explaining or giving examples of punctuation when the item asks a student to select the punctuation that might be needed
- Defining words for the student
- Using dictionaries that provide definitions
- Reading answer choices that actually give the student the correct response
- Extended time if there is a time limit in the test administration, e.g. extending one minute fluency probes

REFERENCES

Idaho State Achievement Standards, IDAPA 08, Title 02, Chapter 03, 08.02.03 - Rules Governing Thoroughness.

McDonald, L.M., McLaughlin, M.J., Morison, P. Eds. (1997). *Educating one & all: Students with disabilities and standards-based reform*. Washington, D.C.: National Academy Press.

Office for Civil Rights. (2000). *The use of tests as part of high-stakes decision-making for students: A resource guide for educators and policy-makers*. 65 Federal Register 41643, July 6, 2000. Available at www.ed.gov/offices/OCR/testing.

Thompson, S.J., Thurlow, M.L., Quenemoen, R.F., Lehr, C.A. (2002). *Access to Computer-Based Testing for Students with Disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

STAFF PREPARATION FOR TESTING

Even when you have prepared students to be better test takers and are working to involve parents in their child's education, your task is still not complete! You, too, need to prepare yourself to give tests. The following is a list of things for staff to "be prepared."

- Prepare yourself.
- Review the test administration manual and attend the building staff testing in-service.
- Become familiar with the directions for students.
- Make sure there are sufficient test materials, scratch paper and pencils.
- Know which students are to be tested and any special coding requirements.
- Decide what to do with students who: come late; finish the test early; or cause a disruption.
- Know the dates of testing and provisions for make-up testing (if any).
- Think positive about the testing experience.
- Know what to do with test materials and answer sheets after the testing is complete.
- Seat students so they are not able to easily see the answers of others.
- Make sure students will be able to clearly hear your directions.
- Decide if you need proctors to assist during the test administration.
- Test in a room that has good lighting, adequate ventilation and is free of noise and interruptions.
- Arrange for testing rooms well before the test is to be given.
- Students' regular classrooms should be the first choice.
- Test in classroom-size groups, whenever possible.
- Set the time.
- Avoid testing on Monday morning and Friday afternoon whenever possible.
- Consider test fatigue and try not to schedule any one test session for longer than ninety minutes.
- Have students go to the lavatory before testing starts.
- Ask the office to hold speaker announcements, fire drills, or other interruptions.

PRESS RELEASE BLUEPRINT

[LETTERHEAD]

FOR EMBARGOED RELEASE:
[TIME] A.M., [DATE], 2002, MT

FOR INFORMATION CONTACT:

[CONTACT NAME]
[CONTACT PHONE NUMBER]

[HEADLINE]

Section One: Main Message

Dateline: State where release is issued
City, State

Sentence One: Message One
Main finding for your location and group
How your results fit within the state/national results

Sentence Two: Quote from spokesperson

Sentence Three: About Assessment

Section Two: Supporting Messages

Sentences: Message Two and Three
More in-depth data
District data/minority/curriculum data
Additional quotes, if needed

Section Three: Background Information

About assessment
About group reporting assessment

End of copy: # # # or -30-
Denotes the end of release, usually centered after last paragraph

RELEASE OF TEST SCORES

Test scores are one measure of accountability. Schools and districts use this information to help the public understand what students know and are capable of through curriculum and instruction. Districts utilize local school board meetings, staff meetings, and parent-teacher conferences to announce the results of testing. At times the school community becomes so involved in the business of school that not all avenues of communication are utilized and portions of the public may be left out of the information loop. It is important to announce test results to the media--daily and weekly newspapers, television, radio and other information avenues such as the worldwide web and the Internet.

Specific ways to release information

Plan a background session for the press to go over results, clarify terms, and answer questions ahead of the board meeting in which test results will be discussed. Use the session to explain terms, tell the value of testing, etc., and save specific information for the board meeting. This is also a great way to develop positive relations with reporters. It may be done the day before the board meets but request that the information be held (embargoed) until after the board meeting. A special session for school and district administrators to review results and discuss handling questions may also be helpful. Consider visual ways to convey the test results in a positive manner.

Consider your audience. Do they understand statistics? Would it help to define terms such as "norm referenced", "percentile rank", "holistic scoring", or "RIT score"?

Keep it simple. Sometimes it helps to have background information in the form of a handout. This should explain the purpose of the tests, what they tell about the school, and how the information will be used. It helps to stress that testing is only one measure of telling how a student is doing, and it only identifies how a student has done on a specific test on a specific day and that test scores are used in conjunction with other measures to judge progress.

Interpret the message. Focus on student achievement, instructional effectiveness and program resources to help make it meaningful to those who receive the results.

Explain the importance. Why will the audience care? Consider the over-all significance of the test scores as well as specifics that may account for unusually high or low scores, the difference from the previous years score or changes in curriculum and instruction that may have had some effect in student learning. Pupil mobility, absentee rates, dropout rates, concentrations of disadvantages children, or innovative programs may also have a bearing on results.

Be honest and factual. Tell it like it is. If results are not as good as they were expected to be, there is a reason. Explain steps the district will take to remedy the situation. If the results are better than expected, give credit where credit is due--the teaching staff, hard-working students, supportive parents, and/or a concerned community.

Summarize results and what they mean. Try not to use educational terminology that may be confusing to everyone.

Explain what will be done with the results. Point out how the information can be helpful to teachers as they meet the needs of students, or improve curriculum and instruction. Point out how the results may be helpful to board members as they budget dollars for programs and instructional materials. *Remember, what gets done and reported, gets done well.*



**Idaho Direct Math and Writing Assessment Program
NON-PUBLIC SCHOOLS MATERIALS REQUEST FORM-DMA/DWA
2007-2008**

Private School District Number (required) _____

Private School Name _____

DIRECT MATH DMA Test Date: NOVEMBER 29, 2007	NUMBER OF STUDENTS	DIRECT WRITING DWA Test Date: NOVEMBER 28, 2007	NUMBER OF STUDENTS
Fourth Grade		Fifth Grade	
Sixth Grade		Seventh Grade	
Eighth Grade		Ninth Grade	

Materials will be shipped early in November. Please keep material in a locked, secured area until the day before the assessment.

No one is to preview the test material.

Non-public schools will be billed \$3.00 per student per assessment by the State Department of Education for materials and scoring services.

**ALL INFORMATION BELOW MUST BE COMPLETED:
PLEASE PRINT LEGIBLY**

School Test Coordinator (TC) Name: _____

TC Shipping Address: _____
SCHOOL NAME IF TEST COORDINATOR IS NOT AT SCHOOL OFFICE, OTHERWISE LEAVE BLANK

STREET ADDRESS OR P.O. BOX NUMBER

CITY STATE ZIP CODE

TC Phone Number: _____ TC Fax Number: _____

TC Email Address: _____

Fax to **(208) 334-2228** - or - E-mail to:
DMA: Jennifer Schwabe jlschwabe@sde.idaho.gov
DWA: Stephanie Martin smartin@sde.idaho.gov

NO LATER THAN September 28, 2007

READER-SCORER NOMINATION FORM
School year 2007-08

DIRECT MATHEMATICS ASSESSMENT SCORER NOMINATION (DMA)

ALL INFORMATION MUST BE COMPLETED TO BE ELIGIBLE -USE N/A IF NOT APPLICABLE

Name of Teacher Nominee _____

Current Teaching Assignment _____ Grade Level _____

District # _____ Name of School _____

School Address _____

School Phone _____ School Fax _____

E-mail _____

The above-named teacher is being nominated to participate as a reader for the DWA or a scorer for the DMA according to the check marks made below. Selections will be made from nominations received with first choice being given to grade level teachers.

- New Scorer** **Returning Scorer (2000 - 2007)**

4th Grade Session January 28 - 30, 2008

6th Grade Session January 29 - January 31, 2008

8th Grade Session January 30 - February 1, 2008

- Table Leader:** Only participants in the 2006 scoring process are eligible.
This requires two extra days of training in December.

In submitting this form, the district indicates support of the above-named teacher to participate in the assessment scoring process. **All signatures required.**

Superintendent Signature

Principal Signature

Teacher Signature

Please fax this form by September 28, 2007 to:

Jennifer Schwabe
Math Administrative Assistant
Phone: (208) 332-6901
Fax: (208) 334-2228
e-mail: jlschwabe@sde.idaho.gov

READER-SCORER NOMINATION FORM
School year 2007-08

DIRECT WRITING ASSESSMENT SCORER NOMINATION (DMA)

ALL INFORMATION MUST BE COMPLETED TO BE ELIGIBLE -USE N/A IF NOT APPLICABLE

Name of Teacher Nominee _____

Current Teaching Assignment _____ Grade Level _____

District # _____ Name of School _____

School Address _____

School Phone _____ School Fax _____

E-mail _____

The above-named teacher is being nominated to participate as a reader for the DWA or a scorer for the DMA according to the check marks made below. Selections will be made from nominations received with first choice being given to grade level teachers.

- New Scorer** **Returning Scorer** (2000 - 2007)

5th Grade Session January 28 - 30, 2008

7th Grade Session January 29 - January 31, 2008

9th Grade Session January 30 - February 1, 2008

- Table Leader:** Only participants in the 2006 scoring process are eligible.
This requires two extra days of training in December.

In submitting this form, the district indicates support of the above-named teacher to participate in the assessment scoring process. **All signatures required.**

Superintendent Signature

Principal Signature

Teacher Signature

Please fax this form by September 28, 2007 to:

Stephanie Martin
State Department of Education
Phone: (208) 332-6903
Fax: (208) 334-2228
e-mail: smartin@sde.idaho.gov

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 or the Rehabilitation act of 1973.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to:

Mr. Tom Luna
State Superintendent of Public Instruction
PO Box 83720
650 West State Street
Boise, Idaho 83720-0027
(208) 332-6800

Or:

Director, Office of Civil Rights
Department of Education
Washington, D.C.