



*Balanced Assessment  
System Professional  
Learning Series*

**#1 Getting ISAT data  
in the hands of  
teachers**

OFFICE OF THE SUPERINTENDENT OF PUBLIC  
INSTRUCTION

**NANCY THOMAS PRICE.  
COMPREHENSIVE ASSESSMENT  
SYSTEM COORDINATOR**

# Where the rubber meets the road

where (or when) the rubber meets  
(or hits) the road

phrase of *rubber*

1. *us* *informal*

the point at which a theory or idea is put to a practical test.

"the differences between effective and ineffective teachers show up where the rubber meets the road, in the brains of the students"



Translations, word origin, and more definitions

# This is where change happens



# Why should (all) teachers have access to ISAT data?

- They want to know! Look at classroom as a whole..
- Use data for teaching and learning
- Make comparisons between school, district and state averages
- Look for consistencies and inconsistencies with other data sources
- See trends



# OVERVIEW

## A Balanced Assessment System

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. A balanced assessment system — which includes the formative assessment process as well as interim and summative assessments — provides tools to improve teaching and learning. The formative assessment process is an essential component of a balanced assessment system.



### Digital Library

Resources to help educators implement formative assessment practices to improve teaching and learning



### Interim Assessments

Optional online assessments to check student progress and help teachers plan and improve instruction



### Summative Assessments

Year-end assessments in mathematics and English language arts/literacy for grades 3-8 and 11 that use both computer adaptive testing and performance tasks



# System Approach

- **Coherence**
- **Continuity**
- **Comprehensiveness**

GOALS AND STUDENTS TO ACHIEVE

# Use of data for teaching and learning

Use student data to plan forward !

Make changes to instruction & impact learning while there is still time to change the outcome

*Digital Library*

*Interim Assessments*

Use summative data to look back

*ISAT (Summative Assessment)*





**TODAY**  
Part I: The Logistics  
Part II: The Reports

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le enfance  
L'important



Test Coordinator Resources



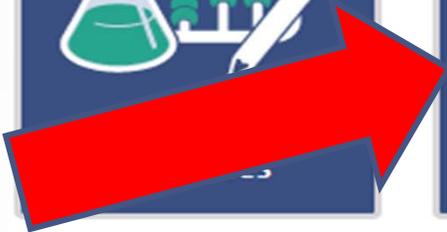
TA Certification Course



Practice & Training Test Administration



Assessment Viewing Application



TIDE



Test Administration



Assessment Viewing Application



Teacher Hand Scoring System



Online Reporting System

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Test Administration Manual

STUDENTS TO ACHIEVE



# TIDE Training Materials



Test Administration  
Resources

[Test Information Distribution Engine \(TIDE\) User Guide](#) [PDF]

This user guide is designed to help users easily navigate the Test Information Distribution Engine (TIDE) system.

[Test Information Distribution Engine \(TIDE\) Module](#) [PPTX]

This module is designed to help navigate the Test Information Distribution Engine (TIDE) system. This training module includes examples of all features on TIDE.



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Test Coordinator  
Resources



TA Certification  
Course



Practice & Training  
Test Administration



Classroom  
Activities



TIDE



Test Administration



Assessment  
Viewing Application



Teacher Hand  
Scoring System



Online Reporting  
System



Test Administration  
Manual

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# ONLINE REPORTING SYSTEM



[Idaho.portal.airast.org](https://Idaho.portal.airast.org)

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# ORS Training Materials



Test Administration  
Resources

[Online Reporting System \(ORS\) User Guide](#) [DOCX]

This user guide provides information about all ORS's features, including instructions for viewing score reports, test management resources, creating and editing rosters, and searching for students.

[Online Reporting System Module](#)[PPTX] Updated January 8, 2015

This module is designed to help navigate the Online Reporting System (ORS). This training module includes examples of all features on ORS.



## Average Scale Score, Percent Proficient and Percentage in Each Achievement Category Smarter Summative ELA/Literacy Grade 8 Test for Students in KUNA MIDDLE SCHOOL

Breakdown By: **ALL**

Name	Idaho	Average Scale Score	Standard Error	Percent Proficient	Below Basic	Basic	Proficient	Advanced
		35	2565 ±14	51	14	34	43	9
		76	2572 ±10	54	17	29	39	14
		20	2578 ±20	55	15	30	40	15
KUNA JOINT DIS		74	2575 ±9	55	15	30	45	11
KUNA MIDDLE SC (003)		20	2580 ±16	55	10	35	45	10
		18	2569 ±19	56	11	33	44	11
		14	2570 ±21	57	21	21	50	7
		17	2583 ±16	59	12	29	53	6
		71	2583 ±10	61	15	24	46	14
		21	2576 ±19	62	19	19	48	14
		19	2574 ±16	63	11	26	53	11
		93	2592 ±8	67	8	26	51	16
		87	2606 ±8	77	5	18	57	20



Idaho	21463	2566 ±1	52	<b>ELA/Literacy</b>	Reading	26	49	25
					Listening	18	67	14
					Writing	23	52	26
					Research/Inquiry	19	59	22
<b>KUNA JOINT DISTRICT (003)</b>	364	2565 ±4	52	<b>ELA/Literacy</b>	Reading	28	48	23
					Listening	15	74	11
					Writing	20	51	28
					Research/Inquiry	18	62	20
<b>KUNA MIDDLE SCHOOL (003_0013)</b>	364	2565 ±4	52	<b>ELA/Literacy</b>	Reading	28	48	23
					Listening	15	74	11
					Writing	20	51	28
					Research/Inquiry	18	62	20
<b>Peterson, April</b>	21	2576 ±19	62	<b>ELA/Literacy</b>	Reading	29	33	38
					Listening	14	67	19
					Writing	14	62	24
					Research/Inquiry	19	71	10
<b>Advisory B 9004-15</b>	21	2576 ±19	62	<b>ELA/Literacy</b>	Reading	29	33	38
					Listening	14	67	19
					Writing	14	62	24
					Research/Inquiry	19	71	10

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

### Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
<b>KUNA JOINT DISTRICT (003)</b>	2565 ±4
<b>KUNA MIDDLE SCHOOL (003_0013)</b>	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

### Legend: Claims Performance Levels

 Below Standard  
  At/Near Standard  
  Above Standard

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# Claim Report

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

## Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
KUNA JOINT DISTRICT (003)	2565 ±4
KUNA MIDDLE SCHOOL (003_0013)	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

### Legend: Claims Performance Levels



# Assessment Target Report

Target	Performance Level
<b>Reading</b>	
(Informational Text) KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts	=
(Informational Text) CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details	=
(Informational Text) WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)	=
(Informational Text) REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning, point of view/purpose support claims, concepts, ideas; relevance of evidence or elaboration to support claims)	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze one or more texts to determine how connections are made among topics/ information presented; or how conflicting information or presentation format reveals author interpretation of the topic	=
(Informational Text) TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation	=
(Informational Text) LANGUAGE USE: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context	=
(Literary Text) KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn	=
(Literary Text) CENTRAL IDEAS: Summarize central ideas/key events using key details from the text	+
(Literary Text) WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools)	=
(Literary Text) REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue)	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements	*
(Literary Text) TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation	=
(Literary Text) LANGUAGE USE: Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone	*

### Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
<b>KUNA JOINT DISTRICT (003)</b>	2565 ±4
<b>KUNA MIDDLE SCHOOL (003_0013)</b>	2565 ±4
<b>Peterson, April</b>	2576 ±19
<b>Advisory B 9004-15</b>	2576 ±19

### Legend: Strength And Weakness Indicator

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

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## From here this teacher may want to:

- Assign interim assessment blocks before or after teaching certain groups of standards

Grade 6-8
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Narrative Performance Task*
Explanatory Performance Task
Argument Performance Task

\*Not available in 2015-16





The interim assessments  
can be used to dig deeper  
into student understanding  
AND give students test  
experience.

## From here this teacher may want to:

- Use the Item Specifications documents to view the standards, vocabulary, and task models associated with these assessment targets
- Use sample ISAT items to formatively assess while teaching
- Use Digital Library activities to teach and formatively assess these assessment targets



# What this teacher might see from an Interim Assessment Block report...

Number of Blocks Tested	Number of Blocks Above Standard	Read Literary Texts Performance Level	Read Informational Texts Performance Level	Edit/Revise Performance Level	Brief Writes Performance Level	Listen/Interpr Performance Level	Pe
2	1	N/A	✓	⊖	N/A	N/A	
3	3	N/A	✓	✓	N/A	N/A	
3	3	N/A	✓	✓	N/A	N/A	
3	1	N/A	✓	⊖	N/A	N/A	
3	2	N/A	✓	⊖	N/A	N/A	



**Legend: Claims Performance Levels**


Below Standard



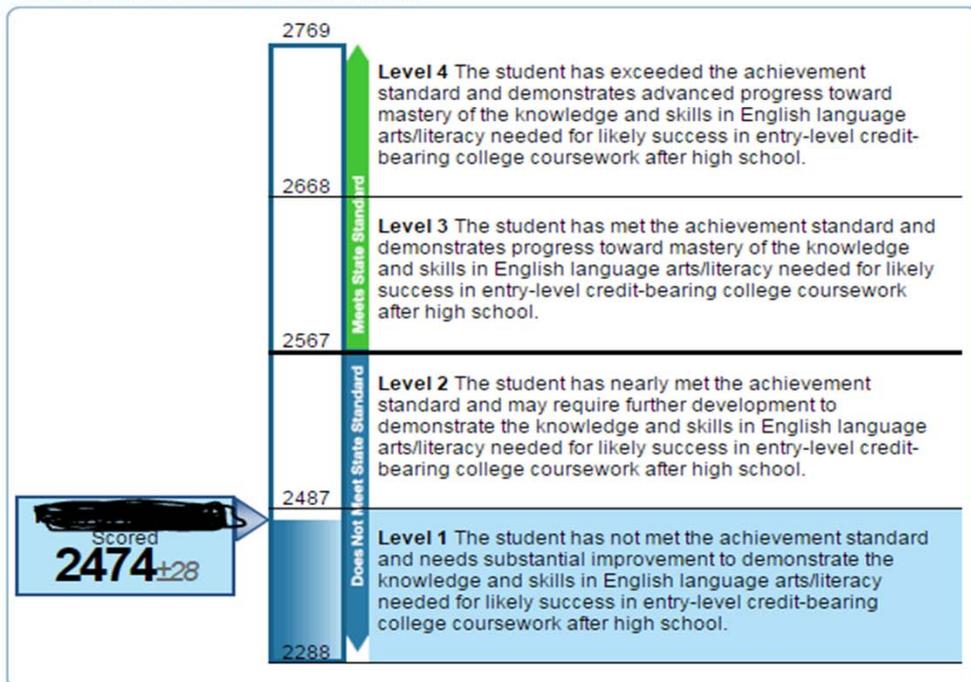
At/Near Standard



Above Standard

**Student Test Performance**

Name	SSID	Scale Score	Achievement Level
		2474	Level 1

**Scale Score and Overall Performance**

**Comparison Scores**

Name	Average Scale Score
Idaho	2566 ±1
<b>KUNA JOINT DISTRICT (003)</b> 	2565 ±4
<b>KUNA MIDDLE SCHOOL (003_0013)</b> 	2565 ±4

**Student Test Performance**

Claim	Performance	Claim Description
Reading		Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening		Student has difficulty employing effective speaking and listening skills for a range of purposes and audiences.
Writing		Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.
Research/Inquiry		Student has difficulty engaging in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Here April takes a look at one of her lowest students... she will need to make sure this student gets focused intervention.

Check to see that the needed accessibility supports are available to this student

Assist the student with using interface and tools for test taking.



# Trend Report

## Longitudinal Report

How did my students perform over time?

Subject: Smarter Summative Mathematics

Name: WEISER MIDDLE SCHOOL

Breakdown By:  Display:

Group Performance Over Time



WEISER MIDDLE SCHOOL (Mathematics)

Choose Who to Graph



## Parting thoughts

1. System of assessment
2. Shifts in standards ➡ shifts in assessment
3. Application of knowledge and skills

GOALS AND STUDENTS TO ACHIEVE

## Other webinars in this series

Understanding ISAT Reports: Claims and Targets, Nov. 13 10:00AM

Using data from ISAT and Interim reports to inform teaching and learning, Nov. 23 3:00PM

The Digital Library: Getting resources in the hands of teachers, Dec. 3 10:00AM





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