Assessment Monitoring for LEAs

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INTRODUCTION

The Idaho Department of Education (the Department) is dedicated to meeting the requirements of the Elementary and Secondary Education Act (ESEA) and its reauthorization, the Every Student Succeeds Act (ESSA). The Idaho Comprehensive Assessment Program aims to ensure educational excellence and equity, preparing students for college and career success. The Department partners with local education agencies (LEAs) to inform and monitor the implementation of statewide assessments. This guide outlines the formal assessment monitoring process, detailing the actions required by the Department and LEAs to maintain assessment systems that are secure, valid, reliable, and useful.

The monitoring process is collaborative, aiming to improve educational outcomes through feedback and technical assistance. It highlights areas of excellence and identifies opportunities for improvement in assessment practices.

Idaho Comprehensive Assessment Program

The program includes the following assessments, observed annually.

- Idaho Standards Achievement Test (ISAT)
- Idaho Alternate Assessment (IDAA)
- Idaho Reading Indicator (IRI)
- Idaho English Language Proficiency Assessment (ACCESS)
- SAT (required to offer)

ASSESSMENT MONITORING GOALS

The Department's Assessment & Accountability team evaluates all Idaho LEAs to:

- safeguard test material security;
- standardize the administration of assessments; and
- ensure accessibility supports and accommodations are available for special populations.

ASSESSMENT MONITORING CYCLE

All LEAs are monitored within a six-year cycle, with additional targeted monitoring for unique testing situations or irregularities. Unique testing situations include, but are not limited to:

- an LEA's first year administering a new assessment;
- a history of observed or reported test irregularities (breach, test fraud, technology issues or test theft);

- the lack of providing or inappropriate assignment of assessment supports or accommodations;
- observations of statistical anomalies that show a significant increase or decrease in LEA test scores or participation;
- the level of experience a District Test Coordinator (DTC) has administering an assessment; and/or
- inappropriate test administration as reported to or observed by the Department.

ASSESSMENT MONITORING PROCESS

The following steps outline the activities for assessment observations.
1. **LEAs Identified for Monitoring**: LEAs are observed within a six-year cycle, with additional LEAs selected based on specific criteria outlined above.
2. **Initial Communication**: An initial email is sent to the LEA's superintendent and DTC, prompting DTCs to review the Assessment Observation Checklist and provide testing schedules.
3. **On-Site Observation Scheduled**: Based on the LEA's testing window, an on-site observation is scheduled, including a debrief meeting with the DTC.
4. **On-Site Assessment Observation and Debrief Interview:**
    - Department staff complete the Assessment Observation Checklist for each observed session, indicating the implementation status of each objective.
    - Department staff may complete the checklist digitally or by hand.
    - Department staff conduct an interview with the DTC and other LEA staff to discuss findings and review checklist questions.
5. **LEA Follow-Up Communication**:
    - Follow-up communication is sent to the DTC and Superintendent, referencing strengths and opportunities for growth noted from the assessment observation, and providing relevant resources.
    - A completed copy of the checklist is included with the follow-up communication.
6. **Archiving**:
    - After the observation, Department staff finalize, organize, and archive all documents.
    - Documents are available to LEAs upon request.

APPENDIX A: ASSESSMENT OBSERVATION CHECKLIST

Purpose

One of the main goals of the assessment observation process is to certify that assessments are being administered in a fair and consistent manner to all Idaho students. During on-site assessment observations, the Assessment Observation Checklist is used by Department staff as a tool to ensure that specific before-, during-, and after-testing actions and procedures are being implemented with fidelity. Verifying that the listed actions are being fully implemented at a LEA level will help produce valid and reliable student performance data.

LEAs are encouraged to use this checklist to ensure Test Administrators (TA) are implementing standardized test administration processes for each assessment that is a part of Idaho's comprehensive assessment program, including IRI, ISAT, IDAA, ACCESS, and SAT. LEAs are also encouraged to review the Assessment Integrity Guide to review LEA responsibilities around state tests prior to test administrations.

Method

School Name:	Observation Date:
Assessment:	Assessment Domain:
LEA Assessment Coordinator:	Test Administrator Name:

Note: Not all activities and procedures are applicable for each assessment.

Indicators
- **F**: Fully Implemented
- **P**: Partially Implemented
- **N**: Not Implemented
- **N/O**: Not Observed
- **NA**: Not Applicable

Before Test Administration

Objective	Implementation
Test Security	
Test security agreements have been signed by TAs and support staff.	
Test materials are stored in a locked, limited access location and are transported in a secure manner from storage to assessment location.	
Test Training	
TAs have been trained/certified to administer the assessment.	
Security training has been administered to all involved with the assessment.	

Test Environment	
Classroom instructional material including content specific posters, graphic organizers, and other visual aids are covered up.	
Testing location adheres to the specific specifications (number of students, test station configurations) outline/paper in the Test Administration Manual.	
Signs indicating student testing is in progress are posted at test location entrances (i.e. Testing in Progress - Do Not Disturb).	
TA materials have been prepared prior to test facilitation. Materials may include: TA scripts, computer, CD(s), student rosters, test tickets, clock, etc.	
Test Materials and Accommodations	
Student materials have been prepared prior to test facilitation. Materials may include: testing devices, student response booklets, scratch paper, pencils, headsets, microphones, headphones, etc.	
Embedded and non-embedded accessibility features have been identified and assigned to individual students with a documented need.	

During Test Administration

Objective	Implementation
Preparing Students to Test	
TA assists students in finding their seats either verbally or using a seating chart.	
Instructions/Directions are explicitly given to students on the type, duration, and purpose of the testing session via the Test Administration Script if applicable.	
TA reads the correct script verbatim as applicable.	
Students are afforded the opportunity to clarify instructions/directions for the test session.	
Cellular/Electronic devices are turned off and not in students' testing spaces.	
Students know what to do after testing is completed.	
Instructions are explicitly given to the students on how test material will be collected.	
TA verifies appropriate accommodations are available to students per LEA communication plan.	
Active Test Administration	
TA exhibits professional and unobtrusive behavior throughout the test session.	
TA begins the session on time and affords students with the designated amount of test time.	
TA reads the correct script verbatim as applicable.	

Objective	Implementation
TA or Observer handles difficult/disruptive behavior in an efficient and appropriate manner.	
TA answers cognitive questions about test items by providing standard responses; did not help students respond to items.	
TA or Observer monitors student progress by walking around the room and verifies students are working in correct sections.	
TA monitors student progress on a test administration device via test administrative portal (Test Administration site, WIDA AMS, College Board, I-Station, etc.).	
TA or Observer observes students with disabilities or ELs engaging or utilizing accessibility features.	
Concluding Test	
TA verifies students have fully completed the test session in its entirety.	
TA makes note of students who have not fully completed the test session, and records the test item number and test time duration as necessary.	
Instructions are explicitly given to the students on how test material will be collected.	

After Test Administration

Objective	Implementation
Test Materials	
TA accounts for all student response booklets and other secure materials (i.e. scratch paper, CDs, Braille resources, technology devices that have student responses, etc.) before dismissing students.	
TA verifies students have finished/logged out of testing session before releasing the students.	
Test administrator organizes test materials prior to checking them back into the secure test material location: test tickets, ancillary materials, scratch paper, tactile universal tools, accommodations, etc.	
TA ensures additional sessions are scheduled for students requiring additional time.	
TA documents absent students who require a make-up test session.	

Assessment Observation Considerations

Staff Training

- What materials does your LEA use to conduct general and specific assessment training?

- How much time do you spend training and preparing for this specific test?

- How does your LEA verify that TAs have completed required trainings?

- How many tests LEA have you administered for this specific test?

Test Security

- Describe your LEA protocol for handling test incidents?

  o Describe and present the written plan that guides next steps for unexpected testing incidences such as: a test misadministration, missing test material, school emergency, sick child, disruptive child, technology etc.?

  o What procedure has been established for addressing unforeseen test material security issues?

  o Describe the chain of custody for test incidences at your LEA?

Preparing and Answering Individual Student Needs

- Explain the process your LEA uses to ensure students have been given the appropriate accommodations, administrative considerations, and/or designated supports. (Prior/during testing)

- How does your LEA prepare students for testing? How does your LEA prepare them for this specific test?

General Questions

- In what ways could the Idaho Department of Education provide support to your LEA in the future (i.e. TA preparation, onsite/remote training, resources, etc.)?

- How do you use the results of this test at your LEA?

- What do you want to share with the Department regarding any other state assessments?