Idaho Department of Education

IASA – August 2026

Navigating Idaho Assessments

Updates, Insights, and Answers

Who's in the Room?

- Elementary administrators?
- Middle school administrators?
- High school administrators?
- LEA-level administrators?
- Other positions?

Who We Are

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Today's Objectives

- Gain clarity around common assessment-related misconceptions
- Identify and explain key updates to Idaho's assessment programs and initiatives
  - IRI
  - ISAT
  - IDAA
  - Resources and events

The Overarching Framework:
Implementing Coherent, Balanced Assessment Systems

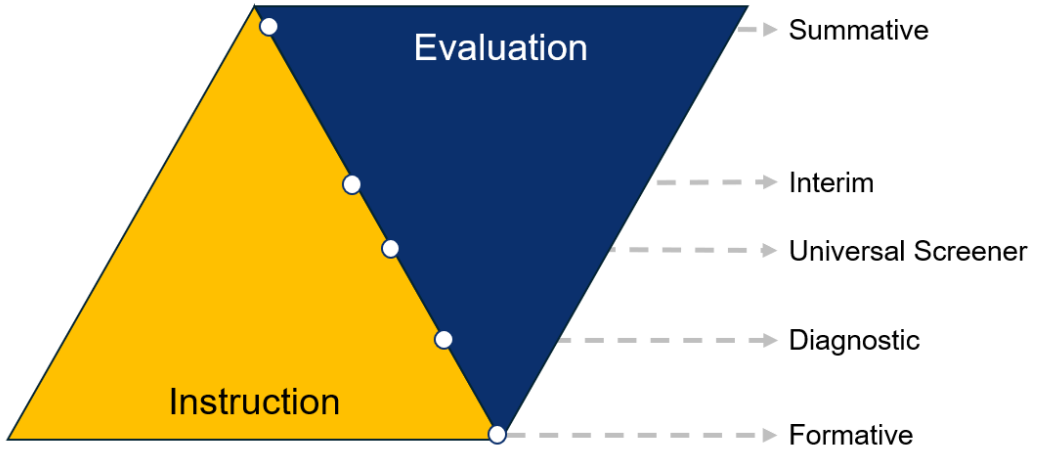
The Right Assessment for the Right Purpose

- Assessment includes both **the process and the tools used to gather evidence** of student learning

- Assessments generally serve two interconnected purposes: **instructional and evaluative**

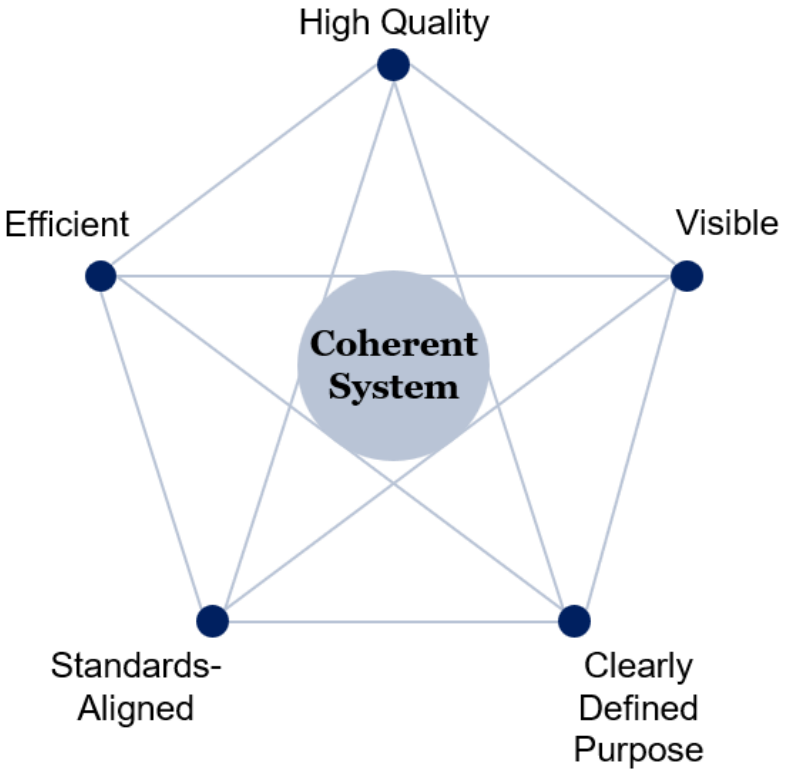
Before giving any assessment, ask:

- What am I trying to find out?
- What information would help?
- What tool is best designed to provide it?



Placement of an assessment type reflects its primary purpose(s) relative to the continuum of using data for instructional or evaluative purposes.

Characteristics of a Coherent, Balanced Assessment System



- **High Quality:**
  meaningful, accurate, aligned data
- **Efficient:**
  fewest assessments, best information
- **Visible:**
  every level knows what's given
- **Standards-Aligned:**
  right rigor, right standards
- **Clearly Defined Purpose:**
  understood and trusted by everyone

What came out of the statewide needs assessment:

What We Learned

- Common misunderstandings around assessment purposes
- Understanding of assessment systems varies across the state
- Strong desire for flexible PD options (e.g., on-demand, live)
- Existing resources aren't yet widely known

How We're Responding

- **Increasing visibility** at conferences and events
- **Providing tools and support** for reviewing your local assessment system
- **Expanding PD** – workshops, webinars, exploring on-demand options
- **Improving communication** – topic focused webinars, clearer guidance for using resources

Thinking About Purpose and Use
State Assessments as an Example

- **Purpose and use aren't one-size-fits-all**
  - The state, LEA, school, and classroom often need something different, even from the same assessment

- **A single assessment serves one to two audiences well**

When the purpose and use aren't clearly communicated at every level, data gets mistrusted or misused.

Refer to your handout for information about the purpose and use of our statewide assessments.

Pause & Reflect

Where does purpose and use feel least clear in your own system right now?

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Updates and Insights

IRI

Requirements

IRI in September and May

- State Statute 33-1806
- Last week of month is for make ups and reassess
- Progress monitoring monthly is recommended but not required

Proctoring

- State Statute 33-1806
- Classroom teachers cannot proctor their own class for the IRI (however can be an observer)

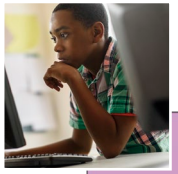
Dyslexia screening

- State Statute 33-1811
- K-3 is Amira
- 4th and 5th grade can be Amira or the LEA's choice

IRI Blueprint Tasks K-3

Tasks	K	1	2	3	Median Time
Rapid Automatized Naming (RAN)	✓	✓	✓	✓	1 min
Phoneme Segmentation	✓	✓	*	*	1 min
Phonological Deletion/Elision	✓	✓	*	*	1 min
Phoneme Substitution	✓	✓	*	*	2 min
Blending	✓	✓	*	*	2 min
Letter Naming	✓	*	*	*	1 min
Letter Sounds	✓	*	*	*	1 min
Listening Comprehension (Retell)	✓	✓	✓	*	3 min
Spelling	n/a	✓	✓	✓	2-3 min
Word Decoding	*	✓	✓	✓	1 min
Nonsense Word Fluency	*	✓	✓	*	1 min
Receptive Vocabulary	✓	✓	✓	n/a	1 min
Oral Reading Fluency **	*	*	✓	✓	2 ½ min
Reading Comprehension	*	*	✓	✓	2 min

*this task will be administered to the student if their ability estimate on that task indicates its appropriate for them, and it will stop being administered if their ability estimate indicates it's no longer appropriate for them.
** overall score is not included in ISIP score



Computer adaptive assessment

- Available monthly
- Covers Idaho blueprint
- Productive tasks
- Will show up on all reports

Paper/pencil assessment

- Available 3 times per year
- Covers Idaho blueprint
- For any student with a need for a paper/pencil assessment (special accommodation form is necessary for students not on IEP/504)
- Productive Tasks
- Will show up in ISIP reports after scoring
- **3 different fixed forms**

Non-Verbal

- Available monthly
- Covers 2-3 subtasks from Idaho blueprint
- Only for students that are nonverbal on IEP/504
- Non-Productive Tasks
- Score will show up in all reports

Assessment Options for Students with Significant Cognitive Disabilities

- Amira Computer Adaptive assessment
- Paper/pencil assessment
- *Other off the shelf assessments (Acadience, CORE phonics, etc.)
- *Teacher created assessment aligned to IEP goals

Found on page 83 in the TAM

*Do not get collected or reported to the state, and do not reflect in the LEAs accountability measures or Early literacy funding growth calculations (however, will count in the enrollment portion)

Scores- Amira offers 3 scores

Used at the state level 2026-2027

ISIP

- Similar to Istation
- Norms from pre pandemic
- Uses legacy ISIP blueprint
- Where a student stands relative to peers.

ARM

- Normed yearly
- Uses Idaho selected Blueprint with additional tasks
- Where a student stands relative to peers (different norms than ISIP)

MAST

- Standards Mastery Score
- Criterion Referenced
- Is adjusted every time a student interacts with Amira (tutor, instruct, assessment)
- Progress toward mastering grade-level state standards

Will be doing standard setting to use state level starting in 2027-2028

Reset vs. Appeal

Reset	Appeal (rescore)
Goes to the SDE (Test Incident Log)	Goes to Amira (through a Google Form)
The student **will** retake the assessment	The student **may** have to retake the assessment (many appeals are a result from student behaviors)
The test is reset	A human rescores the entire assessment
Is limited in what is accepted for a reset	Can be for a variety of reasons

Appeals, Resets and Rescores

Extended Time

Extended time is available as an accommodation **for students on an IEP/504**.

It will give **1.5X the amount** of time for the timed subtasks that are not fluency.

Task	Default Time	1.5x
Phoneme Segmentation	15s	22.5s
Phonological Deletion / Elision	8s	12s
Phoneme Substitution	10s	15s
Blending	60s	90s
Letter Naming	10s	15s
Letter Sounds	10s	15s
Spelling	60s	90s
Word Decoding	10s	15s
Nonsense Word Fluency	10s	15s
Reading Comprehension	No timer	—
Receptive Vocabulary	No timer	—

Trainings this month!

When	Details	Audience	Link to register
Monday August 10 11:00-12:00pm MT OR Wednesday August 28 3:00-4:00pm MT	Amira 101:Learn key lessons from Idaho's first year of Amira implementation, including accommodations, assessment resets, test incidents, score appeals, and common testing challenges. Participants will also receive practical tips for creating optimal testing conditions to ensure accurate student results and a successful IRI administration.	DTCs, Elementary Building Principals, and Instructional Coaches	Register here for Aug. 10 OR Register here for Aug. 28
Monday, August 10 3:00-4:30pm MT	Teachers should leave understanding Amira and the IRI, equipped with a plan for student and device readiness, confident in their ability to use Amira in their classroom, and understanding which score is for what in their teaching practice.	All Teachers	Register Here
Thursday, August 13 3:00-4:30pmMT		New Teachers	
Tuesday, August 11, 10:00am-12:00pm MT **OR** Wednesday, August 12, 3:00pm-5:00 MT	Administrators should leave understanding Amira, the IRI, and the purpose of each score that will be used this year, equipped with a plan for student and device readiness, confident in their ability to coach high quality audio capture, and ready to support Amira implementation and adoption this year.	All administrators	

Top 10 Things
We Learned from Last Year

10. Test early – don't wait to test OR submit appeals

9. Appeals are for scoring issues. Make sure the testing environment is appropriate before testing begins.

8. Resets are for technological problems

7. All background noise can be picked up
   (soft music in background, students working on other programs)

6. Teach students to not touch the microphone while testing

Top 10 Things
We Learned from Last Year (cont.)

5. Using headphones with an arm microphone may help (especially those quiet students)

4. There are 3 different test forms for the paper/pencil assessment (BOY/MOY and EOY)

3. The ORF is similar to human interrater reliability and the overall score of the ORF **is not** part of the ISIP score.

2. If a student must keep repeating themselves (“Amira isn’t hearing me”), it is typically a network issue.

1. Small group testing produces better recordings. (this will save you time in appeals, retests etc..)

Pause & Reflect

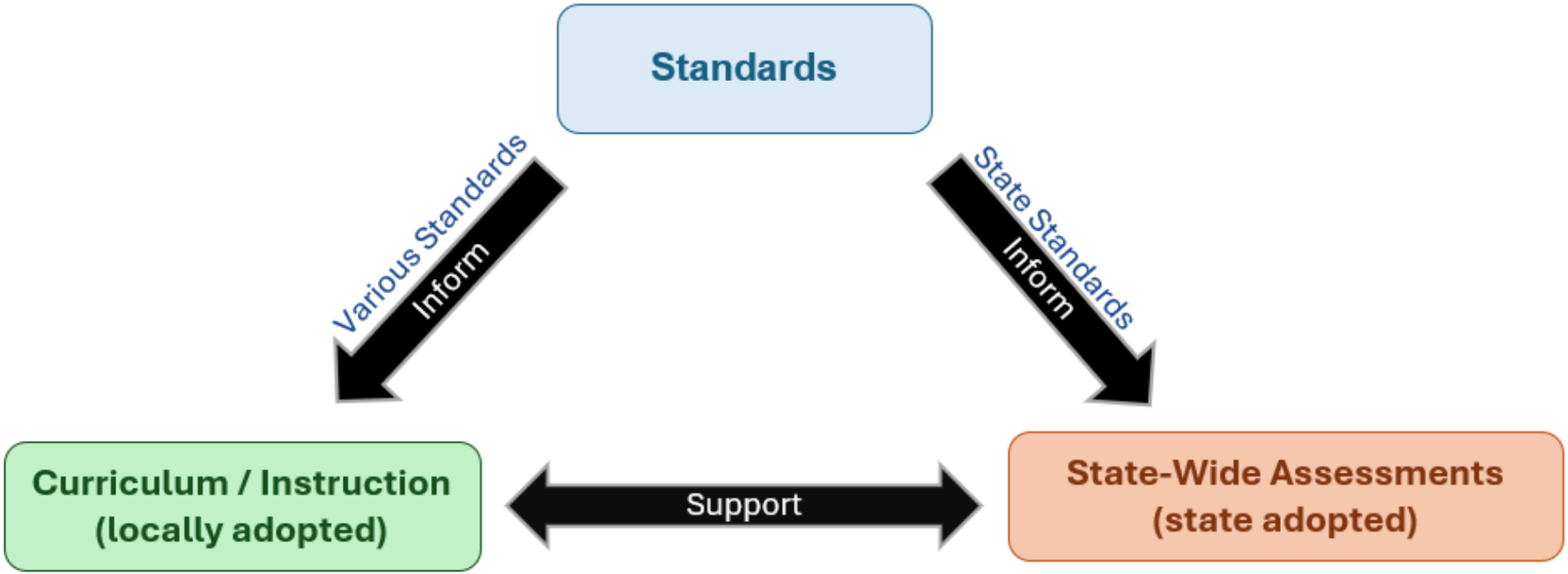
What is one thing you will take back to your team from IRI updates?

ISAT

Purpose of a Summative Assessment

- **Evaluate systems**
  - Initiatives to target a content area or group of students
  - General instructional practices
  - Curriculum
- **Provide a snapshot on student performance**
  - Based on that one assessment, how that student is doing toward grade-level standards
- **Look at groups of students**
  - Classroom, school, district, or state level

Connecting Summative Assessment & Curriculum Design



Understanding Achievement Level Descriptors (ALDs)

- **Generalized descriptions of what a student may be able to do** relative to the content being assessed.
  - Math and ELA – Target level
  - Science – DCI level
- **Organized based on the 1-4** achievement level scale
- **Use to:**
  - Increase scoring consistency across tasks
  - Understand the rigor of various tasks
  - Determine next steps based on student learning progressions

Uses of the Summative Assessment Data

At the LEA, school, or classroom level:

- Evaluate how groups of students are performing to guide resource allocation
- Review curriculum implementation
- Set goals vertically and horizontally
- Identify areas of focus for instruction

REMEMBER!
The data in Reporting is your data.

It provides the information needed for each of these uses.

Integrating the ISAT Into Your Balanced Assessment System

- Analyze the summative data to identify trends
- Select interims that support target areas
- Use interim data to inform instructional decisions
- Apply ALD understanding to formative and curricular tasks
- Use comprehensive interims as a checkpoint in the middle of the year and make instructional adjustments.

IDAA

Dynamic Learning Maps Instructionally Embedded Alternate Assessments

Instruction First

Assessment is embedded within instruction.

Better Data

Multiple opportunities provide a more complete picture of student learning.

Better Decisions

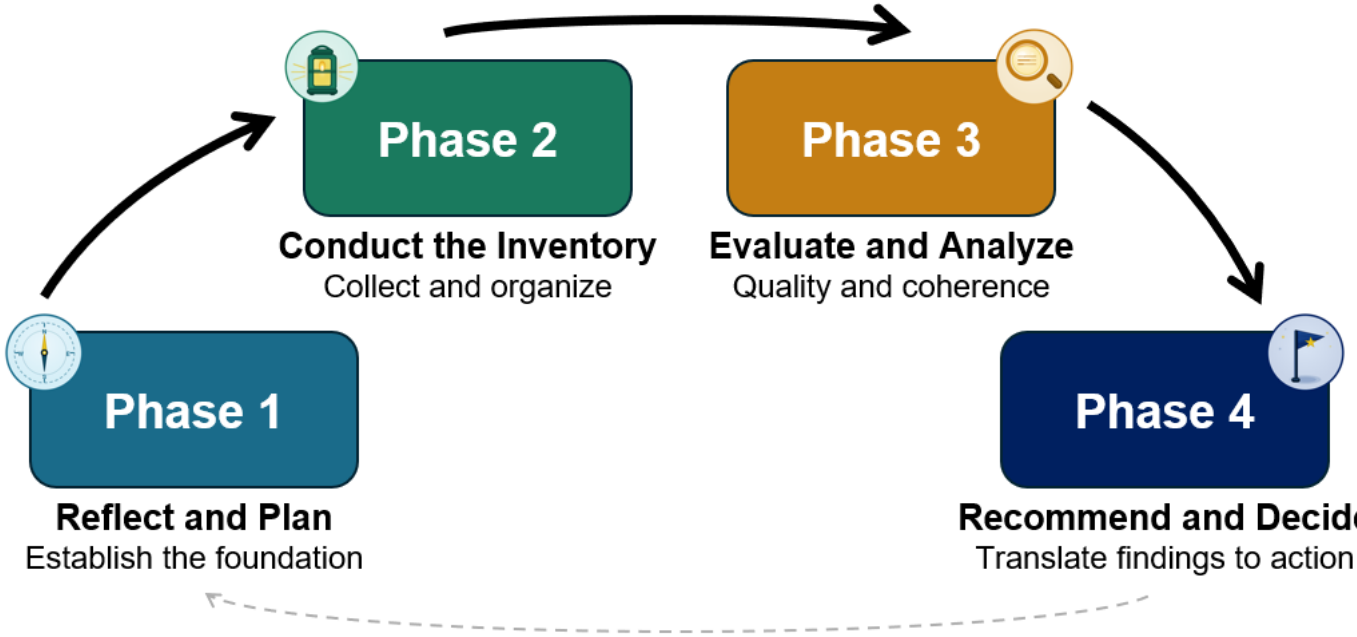
Results better inform instruction, IEP discussions, and program planning.

Moving from a test of learning to an assessment that *supports* learning.

Questions? Contact Stacie Rekow srekow@sde.Idaho.gov

Resources and Events

Assessment System Inventory



Find the **guidance document and implementation tools** on the Assessment and Accountability webpage under Assessment Literacy.

Save the Date: Fall Assessment Workshop

Who:
LEA and school leaders with influence and decision-making authority over their local assessment systems

What:
- Deepen understanding of assessment systems
- Explore meaningful use of data
- Identify strategies that support student achievement.

For more information, contact Samantha Thompson.

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When:

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6
Date & Location	October 9 Coeur D'Alene	September 22 Moscow	September 16 Boise	September 25 Twin Falls	September 24 Chubbuck	September 23 Idaho Falls
Registration Link	Region 1 Registration	Region 2 Registration	Region 3 Registration	Region 4 Registration	Region 5 Registration	Region 6 Registration

Pause & Reflect

What is one thing that stuck out to you the most from today's information?

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