

Swan Valley School District #92

Assessment Plan

State Level Assessments

Idaho's Reading Indicator (IRI)

Grades Assessed: K-3

Assessed in the fall and spring.

Results will be mailed to parents/guardians once they are available in the spring.

Idaho's Reading Indicator (IRI) is administered to all K-3 public school students. IRI is an early reading screener and diagnostic assessment. The screener is mandatory for Idaho public school students in the Fall and Spring with optional winter administration. Progress monitoring is available to all students.

Idaho Reading Indicator Alternative Assessment

Grades Assessed: K-3

Assessed in the fall and spring.

Results are used to help develop the student IEP.

1. Students can take the current IRI using accommodations outlined in the IRI Test Administration Manual (TAM). Two significant accommodations for students with Significant Cognitive Disabilities (SCD) include turning off the timer and using the web-based IRI instead of the app.
2. Student can take an alternative early literacy assessment
 - a. Teachers can administer a published early literacy assessment, such as Core Phonics or Acadience Reading
 - b. Teachers can administer a teacher made early literacy assessment.

Idaho Standards Achievement Test (ISAT)

Grades Assessed: 3-8

Assessed in the spring.

Results will be mailed to parents/guardians once they are available in the spring.

The Idaho Standards Achievement Test (ISAT) Comprehensive Assessment System consists of Interim Assessments which are optional tests given during the school year to help monitor student progress; year-end Summative Assessment and access to Tools for Teachers which provides resources to teachers to use to improve student learning. Each of these are part of a coherent and comprehensive system of assessment designed to be used together to improve teaching and learning. The ISAT assesses Math, ELA, and Science.

Idaho Alternate Assessment (IDAA)

Grades Assessed: 3-8

Assessed in the spring.

Results are used to help develop the student IEP.

One element of having high expectations for students with disabilities is having them participate in statewide assessments. The expectation is that every student with a disability participates in all statewide assessments. This expectation focuses an IEP team's assessment participation decision not on if the student will participate, but how the student will participate. A student with a disability can participate in statewide assessments in one of three ways:

- Regular assessment without accommodations.
- Regular assessment with accommodations.
- Alternate assessment, intended only for those students with the most significant cognitive disabilities, representing about 1.0% of the total student population.

English Language Proficiency Assessment

Students Assessed: All English learners enrolled in grades K-8

Assessed between January and March

Results are mailed to the school district by July and we mail the results to parents in paper form.

Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (2015), requires states to annually administer a single statewide English language proficiency (ELP) assessment to all English learners (ELs) enrolled in grades K-12. The primary purpose of this mandate is to ensure that all students graduate high school ready for college and career. To fulfill this requirement, Idaho districts administer ACCESS for ELLs (ACCESS) between January and March each year. Results are used to measure and monitor student progress, inform and enhance educator pedagogy, and ensure that a district's language instruction educational program is proven effective in helping students overcome English language barriers.

Students are assessed in the areas of speaking, listening, reading and writing. Students are not tested on content curriculum but on their English language skills in relation to academic learning.

Alt-ACCESS

Students Assessed: All English learners enrolled in grades K-8

Assessed between January and March

Results are mailed to the school district by July and we mail the results to parents in paper form.

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District Level Assessments

Renaissance STAR Reading

Grades Assessed: K-8

Assessed Monthly

Results are reported regularly at school board meetings and are available to parents upon request.

STAR Reading blended learning approach uses research-based assessments and a computer-adaptive curriculum to drive powerful student growth. Firmly rooted in the science of reading, STAR Reading's reading assessment and instruction covers the National Reading Panel's "Big Five" foundational reading skills:

- phonemic awareness
- phonics
- fluency
- vocabulary
- reading comprehension

Renaissance STAR Math

Grades Assessed: K-8

Assessed Monthly

Results are reported regularly at school board meetings and are available to parents upon request.

Build foundational math skills and keep students engaged with STAR Math's interactive instruction and assessments. Give students more ownership over their learning with personalized learning paths, customizable data profiles, goal-setting tools, and more!

Parental Rights

We encourage all students to participate in district and statewide assessments. Data from the assessments are used to identify strengths and weaknesses and inform instruction. Parents who do not want their child to participate in an assessment may write a letter to the administration requesting that their student be exempt from the test.

Data

Data from assessments are used in the following ways:

- To inform students and parents of achievement levels.
- Progress Monitoring
- Curriculum Development
- Lesson Planning

- Individual Education Planning

Test Security

To ensure test security, the Ririe School District will follow the guidelines outlined in the [Assessment Integrity Guide](#) provided by the State Department of Education or the testing guidelines established for individual assessments.

Staff Training

All staff involved in administering state or local tests will comply with all training and professional development requirements.