

**STATE DEPARTMENT OF EDUCATION
JANUARY 9, 2024**

TAB	DESCRIPTION	ACTION
1	ASSESSMENT ITEM REVIEW COMMITTEE RECOMMENDATIONS	Action Item

STATE DEPARTMENT OF EDUCATION

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SUBJECT

Assessment Item Review Committee Recommendations

REFERENCE

- | | |
|---------------|--|
| February 2015 | The Board approved the removal of an audio clip and associated items per the recommendation of the committee members. |
| December 2016 | The Board approved the removal of the three (3) ELA items one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item. |
| October 2017 | The Board approved the removal of one (1) grade 4 ELA item. |
| November 2018 | The Board approved the removal of one (1) grade 5 ELA item. |
| October 2019 | The Board approved the removal of one (1) High School ELA item and one (1) High School Science item. |
| December 2022 | The Board approved the removal of one (1) grade 4 ELA item. |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

In accordance with Section 33-134, Idaho Code, a review committee of thirty (30) individuals from each of the six (6) educational regions in the state met in the fall to review computer adaptive test questions. This committee includes parents, teachers, administrators, and school board members in Idaho's public education system. The committee is required to have two parents, one public or charter school or charter teacher, one school district or public charter school administrator, and one member from the board of trustees or charter school board of directors for each of the six education regions. The committee reviews the computer adaptive test questions on the summative Idaho Standards Achievement Test

(ISAT) developed by the Smarter Balanced Consortium, in English Language Arts (ELA)/Literacy and Math, the computer adaptive test questions on the summative ISAT developed by Idaho's assessment vendor, Cambium Assessment, Inc., in Science, and the computer adaptive test questions on the summative Idaho Alternate Assessment (IDAA) developed by Cambium Assessment, Inc., in English Language Arts (ELA)/Literacy, Math, and Science.

The committee is authorized to make recommendations to the State Board of Education and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee's recommendations.

The Assessment Review Committee recommended the removal of one (1) Grade 11 ISAT ELA/Literacy stimulus set (reading passage and related questions) was determined to not pass the Idaho Bias and Sensitivity guidelines. This stimulus set affected 14 total items.

IMPACT

The recommendation from the 2023 review committee to remove one ISAT ELA item may incur a total additional cost of \$57,000 to Cambium Assessment, Inc. The cost is to reconfigure the item bank. This includes psychometric services to ensure the testing form without the removed items continues to produce valid and reliable scores. The details of these psychometric services are outlined in the 200-page technical report produced by Cambium Assessment, Inc. annually. The actual cost will depend on the acceptance of the items by the Smarter Balance Assessment Consortium ("Consortium"). If the Consortium also decides to remove the item for all participating states, Idaho does not have to pay to reconfigure the item bank specific to Idaho.

ATTACHMENTS

Attachment 1 – 2023 Assessment Item Review Committee Report

Attachment 2 – 2023 Sensitivity Committee Review Guidelines

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Assessment Review Committee reviewed nearly 1,000 items in the most recent review of assessment items. Based on training and expertise, the committee is making recommendations to remove items that have not passed the bias and sensitivity guidelines and to further research several additional items.

State Department and Board Staff have reviewed the materials in depth and recommend that the Board eliminate the identified Grade 11 ISAT ELA/Literacy stimulus set as recommended by the Assessment Item Review Committee.

BOARD ACTION

I move to adopt the recommendation of the Assessment Review Committee for the removal of one (1) Grade 11 ISAT ELA/Literacy stimulus set as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No _____

OR

I move to reject the recommendation of the Assessment Review Committee for the removal of one (1) Grade 11 ISAT ELA/Literacy stimulus set as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No _____

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ATTACHMENT 1: ASSESSMENT ITEM REVIEW COMMITTEE REPORT

STATE DEPARTMENT OF EDUCATION
Bias and Sensitivity Committee Report
September 2023

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the Cambium Assessment, Inc. (CAI) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of at least 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors. The Idaho State Department of Education recruited 13 participants from the six regions adhering to the legislative requirements to participate in the Assessment Item Review Committee. There were 10 participants that attended the meeting in-person and 3 participants that attended the meeting virtually.

Section 2: Two Round Review Process

The Round 1 review process in 2023 is adjusted so each item is reviewed by one (1) committee member, chosen at random from the overall committee pool. Items that are “flagged” as displaying bias and sensitivity issues by a majority of the reviewers move on to Round 2 for a large group discussion and review.

Round 2 consists of a large group discussion where committee members share their point of view and hear the perspectives and input of other members for each item flagged for displaying bias and sensitivity issues in Round 1. After discussion, committee members individually vote if an item meets bias and sensitivity criteria. Items for which a majority of the full committee vote an item does not meet bias and sensitivity criteria are then recommended to the State Board of Education for exclusion from the Idaho test bank in the following spring administration.

Section 3: Preparation

For ease of assignment and review by the committee, CAI organizes the items into batches by subject. Each of the batches is assigned to every committee member at random in the first round.

CAI configures the Item Tracking System software to create a “Bias and Sensitivity (BnS) Survey” in its Content Rater application so that committee members could submit electronic feedback

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about each item in real time. As shown in Figure 1, the user interface for Content Rater displays each item with a “click-to-enlarge” box that contained the “Item Rating Question” (with comment boxes for feedback), an “Item Overview” dialog pane, which included information about the content alignment of the item, and an “Item Content Web Preview” dialog pane, which presents a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: “Bias and Sensitivity: Meets Criteria.” A response of “Yes” or “No” was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing CAI L.A.B.S. guidelines (i.e., the item **did** display a bias and sensitivity concern), then the panelist would select “No.” A “No” response from a committee member would require a comment.

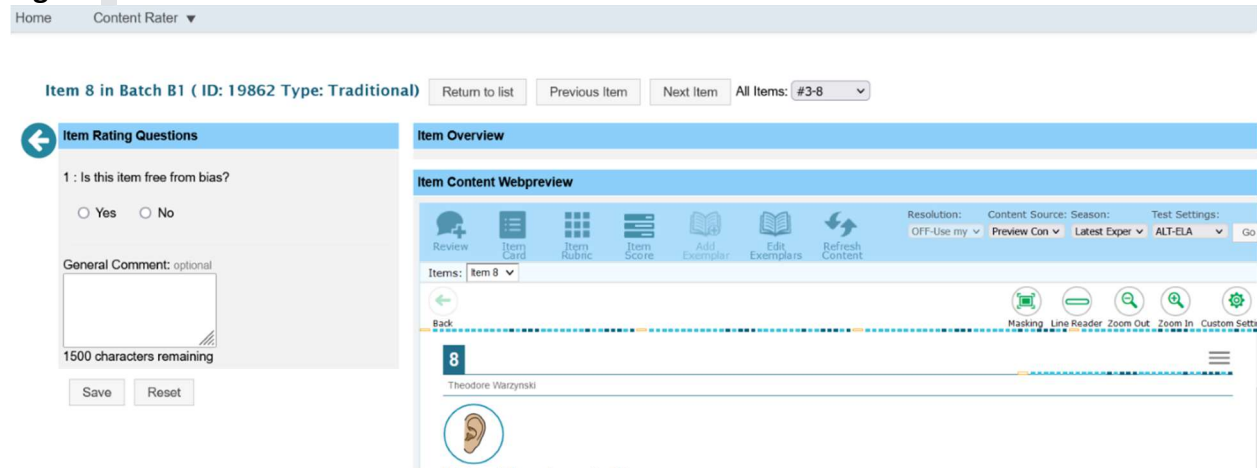
Prior to the committee meeting, CAI creates usernames and passwords for each committee member within the Item Tracking System. CAI loads and pre-assigns (randomly) batches of items for each committee member to review. Participants are instructed to ask for additional batches as they complete and submit their initial assignment.

Section 4: Training

Committee members are trained to identify bias and sensitivity concerns in items annually. The “Idaho Bias & Sensitivity Review” PowerPoint presentation is included in Appendix 1.

Additionally, Cambium Assessment provided a training presentation for the participants to learn what they should be looking for when reviewing items. This presentation included the steps in the item development process, the difference between bias and content related issues, noted that participants should only be flagging items for bias issues, provide specific examples of items that may show bias. Upon completion of the Bias and Sensitivity training, the committee is trained to use the Item Tracking System and Content Rater to submit their feedback on each item electronically (Figure 1).

Figure 1. Content Rater Interface



Section 5: 2023 Summary of Committee Review

Round 1

In September 2023, 1,666 items were presented to the committee.

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Table 1. Results of Round 1

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 2 Review
ISAT ELA/Literacy	999	958	41
ISAT MATHEMATICS	569	565	4
ISAT SCIENCE	98	88	10
TOTAL	1666	1611	55

Round 2 Procedures and Results

In Round 2, the committee was asked to conduct a group review on each item that was flagged by a majority of members from Round 1 and then individually vote on each of the flagged items. Prior to members being assigned batches of items to review, Cambium Assessment provided a reminder about the issues that they should be looking for, specifically bias and sensitivity issues. Committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.

A detailed summary of the results of Round 2 is provided in Table 2.

Table 2. Results of Round 2

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 3 Review
ISAT ELA/Literacy	41	21	20
ISAT MATHEMATICS	4	3	1
ISAT SCIENCE	10	7	3
TOTAL	55	31	24

A majority vote rule was established for moving items from Round 2 to Round 3 and followed the design of all previous Bias and Sensitivity Committee Review meetings. CAI analyzed the items that were flagged by 2/3rd of all committee members after Round 2.

Round 2 Procedures and Result

During Round 2, committee members convene a whole group discussion about the items flagged for bias and sensitivity issues from Round 1. After the discussion, the committee members individually vote on each remaining item. If an item received a majority vote for bias and sensitivity issues, the item will be considered “Rejected” by the committee and will go to the Idaho State Department and Board of Education for review. There was only one stimulus set that was rejected, which affects 14 total items that were also rejected, by the Bias and Sensitivity Committee. This was ISAT ELA/L stimulus set, ID 4648. In addition, the Bias and Sensitivity Committee rejected by majority vote six ISAT ELA/L items, one ISAT Mathematics item and eight ISAT Science items. These additional items were rejected with suggested edits and the request that the Idaho State Department of Education and the Board of Education provide further review of these items.

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Final Result

Of the 1666 items reviewed by the committee per Idaho Code § 33-134,

- One (1) ISAT ELA/L stimulus set was determined to not pass the Idaho Bias and Sensitivity guidelines. This stimulus set affected 14 total items that were also rejected.
- Six (6) ISAT ELA/L items were determined to need further review by the Idaho State Department and Board of Education.
- One (1) ISAT Mathematics item was determined to need further review by the Idaho State Department and Board of Education.
- Three (3) ISAT Science items were determined to need further review by the Idaho State Department and Board of Education.

Implications of Excluding the Rejected and Flagged Items

CAI has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the items identified by the 2023 Bias and Sensitivity Committee. Based on the State Board of Education's decision in previous years to exclude all items and passages recommended by the Bias and Sensitivity Committee, Idaho could have separate item configurations for the online delivery of the ELA/L and Mathematics assessments. This requires an annual fee of \$57,000 per subject to configure unique item banks for Idaho.

For additional questions, please contact Ayaka Nukui, Director of Assessment & Accountability, at the Idaho State Department of Education (208-332-6926 or anukui@sde.idaho.gov).

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ATTACHMENT 2: IDAHO CONTENT SENSITIVITY REVIEW GUIDELINES

Assessment content is free of bias and stereotypes

1. Gender Considerations
2. Race/Ethnic/Cultural Considerations
3. Religious Considerations
4. Age Considerations
5. Disability Considerations
6. Socio Economic Considerations

Assessment content is sensitive to student and community beliefs and experiences.

7. Controversial topics
8. Emotionally charged topics
9. Promotion of specific morals, unless universally accepted
10. Depiction of dangerous activities
11. Trivialization of significant/tragic human experiences

Assessment content is accessible to all students to the greatest extent possible.

12. Language
13. Differential Familiarity