

IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE (K-12)	Information Item
2	ASSESSMENT ITEM REVIEW COMMITTEE RECOMMENDATIONS	Action Item

**IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025**

SUBJECT

K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education bylaws establish the Superintendent of Public Instruction as responsible for carrying out the policies, procedures, and duties prescribed by the Constitution of the State of Idaho and by Idaho Code, or as otherwise established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn in as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education on the Superintendent's priorities moving forward.

- Federal Flexibility Update
- FY 2027 Budget Request
- A250 Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item, no Board staff recommendation.

BOARD ACTION

This item is for informational purposes only.

**IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025**

SUBJECT

Assessment Item Review Committee Recommendations

REFERENCE

December 2022	The Board approved the removal of one (1) grade 4 ELA item.
December 2023	The Board approved the removal of (1) ISAT ELA/L stimulus set was determined to not pass the Idaho Bias and Sensitivity guidelines. This stimulus set affected fourteen (14) total items that were also rejected.
October 2024	The Board was informed that the committee recommended no items for removal.

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, the State Board of Education approved a review committee of thirty (30) individuals, with representation from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system.

The committee is required to have two (2) parents, one (1) public or charter school teacher, one (1) school district or public charter school administrator, and one (1) member from the board of trustees or charter school board of directors for each of the six (6) 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 and the summative Idaho Reading Indicator (IRI) developed by Idaho's assessment vendor Amira Learning.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer-adaptive test questions from the assessment forms.

During the 2025-2026 Assessment Item Review Committee meeting, the committee, by majority vote, flagged one (1) IRI item for recommendation to the Board for removal or revision and zero (0) ISAT items.

IMPACT

The assessment item review itself cost \$82,806.08 (see Attachment 5) to facilitate.

**IDAHO DEPARTMENT OF EDUCATION
OCTOBER 15-16, 2025**

ATTACHMENTS

Attachment 1- 2025 IRI Assessment Item Review Committee Report by Amira Learning

Attachment 2- 2025 IRI Assessment Item Review Committee Presentation by Amira Learning

Attachment 3- 2025 ISAT Assessment Item Review Committee Report by Cambium Assessment, Inc.

Attachment 4- 2025 ISAT Assessment Item Review Committee Presentation by Cambium Assessment, Inc.

Attachment 5 - 2025 Assessment Item Review Expenditure Report

Attachment 6- 2025 Assessment Item Review Committee Members and Attendance

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the removal of the one (1) flagged item from the 2025- 26 Assessment Item Review Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**2025 IRI Assessment Item Review Committee Report by Amira
Presented by The Idaho Department of Education**

Prepared by Amira Learning

August 2025

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the Idaho Department of Education (Department) 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 Department 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 (12 representatives); one public school or public charter school teacher (6 representatives); one member who is an administrator of a school district or public charter school (6 representatives); and one member from the district board of trustees or public charter school board of directors (6 representatives).

The Department recruited 30 participants from the six regions adhering to the legislative requirements to participate in the Assessment Item Review Committee. Committee members are volunteers. Idaho Code § 33-134 states that “no committee member may receive compensation or benefits for the member’s service on the committee.”

Eleven participants attended the meeting to review the items on the Idaho Reading Indicator (IRI), an early literacy screener required by Idaho Code § 33-1806. The administration of the IRI is contracted to Amira Learning (Amira) as the sole provider for the State of Idaho. Amira Learning facilitated the bias and sensitivity review committee meeting on August 4, 2025.

Section 2: Two-Round Review Process

The bias and sensitivity review was completed over the course of one business day. Each assessment item was reviewed in Round 1 by at least two (2) committee

members, chosen at random from the overall committee pool. Items that were “flagged” as displaying bias and sensitivity issues by any single reviewer were moved into Round 2 for a whole-group discussion and review.

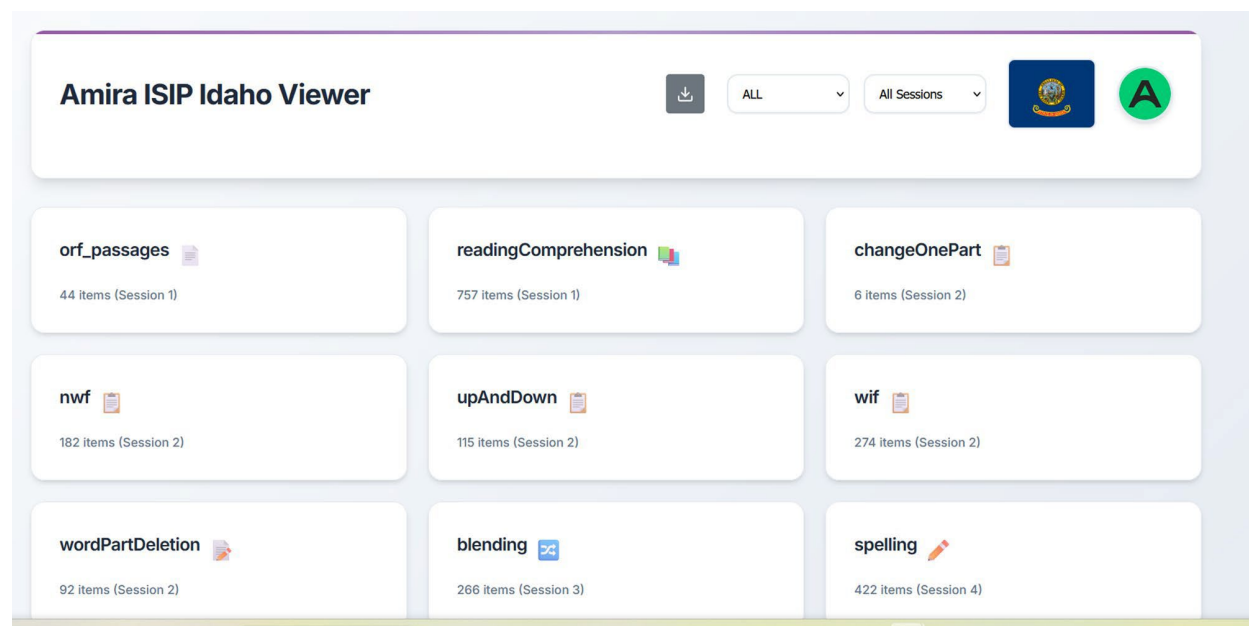
The Round 2 process occurred at the end of each of seven review sessions and consisted of the following steps:

1. Flagged items were individually displayed on the projector screen for the whole group to view.
2. The committee members who flagged the item explained their point of view for their initial concern.
3. Other committee members were provided the opportunity to respond for or against with their point of view.
4. When discussion was complete, the Amira facilitator conducted a simple raise-of-hand vote, asking committee members how many were in favor of referring the item to the State Board of Education (SBOE) for rejection or revision.
5. Items with a simple majority (6 of 11 members) in favor of rejection were flagged as “rejected”. Items that did not receive a simple majority were marked as approved to remain in the assessment pool, but with a note created for the consideration of Amira and Department staff.

Section 3: Preparation

For ease of assignment and review by the committee, Amira organized the items into batches by assessment domain. Each of the batches was assigned to every committee member at random prior to the meeting in a Reviewer Interface created by Amira to expedite the item review process (Figure 1).

Figure 1. Amira Reviewer Interface Landing Page



Amira configured the Reviewer Interface to provide a streamlined process for bias and sensitivity review that allowed reviewers to view specific batches of items that aligned to seven review sessions (Table 1). The Amira facilitator previewed the structure of the items for each session. Then committee members entered the Reviewer Interface in structured sessions and had the option to select either “Approve” (i.e., keep as-is) or “Reject” (i.e., refer to the SBOE for removal) each item as well as provide comments on why an item was rejected.

Table 1. Review Session Sequence

Session	Assessment Component(s) Reviewed
Session 1	Oral Reading Fluency (ORF) and Reading Comprehension
Session 2	Up and Down, Change One Part, Word Part Deletion, Word Identification Fluency, and Non-Word Fluency
Session 3	Blending
Session 4	Spelling
Session 5	Vocabulary
Session 6	Retell
Session 7	Rapid Automatized Naming (RAN), Letter Names, Letter Sounds, and Non-Word Repetition

During the review Round 1 and Round 2 review processes, committee members referred to a handout with fairness criteria and guidelines (Figure 2). Round 2 determinations were made after each session while the items were fresh in reviewers’ memories.

Figure 2. Fairness Criteria & Guidelines Handout

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Fairness Criteria & Guidelines

Purpose: Test materials need to be free from unnecessary barriers to the success of diverse groups of students so that each assessment is a valid measurement of student achievement and is a positive experience for students.

Criteria 1: Assessment should be free of bias and stereotypes.

- ✓ Assessment content does not express bias or present stereotypes of people of different groups.
- ✓ Assessment content demonstrates respect for people of different groups.
- ✓ Assessment content is inclusive and reflects the diversity of the community.
- ✓ Assessment content represents various demographic groups fairly regardless of gender; race, ethnicity, or culture; religion; age; disability; and/or socioeconomic status.

Criteria 2: Assessment should be sensitive to student and community beliefs and experiences.

- ✓ Assessment content does not include topics that are considered controversial by the community, unless these topics are part of the learning standards.
- ✓ Assessment content avoids emotionally-charged topics.
- ✓ Assessment content does not give advice or promote specific morals, unless these are universally accepted.
- ✓ Assessment content does not depict people engaged in dangerous activities.

Guiding Questions:

- ? Does the material require a student to take a position that challenges authority?
- ? Does the material present sensitive or highly controversial subjects, such as death, war, abortion, euthanasia, or natural disasters, except where they are needed to assess learning standards?
- ? Does the material trivialize significant or tragic human experiences?
- ? Does the material require the parent, teacher, or examinee to support a position that is contrary to their religious beliefs?
- ? Does the material contain advice pertaining to health and well-being about which there is not universal agreement?
- ? Does the material portray people engaged in dangerous activities, unless required to assess the learning standard?

Criteria 3: Assessment should be accessible to all students, to the greatest extent possible.

- ✓ Language used in the assessment is understandable and inclusive.
 - ? Does the material use exclusive or gender-specific terms rather than inclusive terms?
 - ? Does the material use words or phrases that may not be similarly understood by students of different groups?
- ✓ Assessment content does not rely on vocabulary or background knowledge that would be significantly more or less familiar to a student because of their demographic group. (Differential familiarity)
 - ? Does the material require knowledge of individuals, events, or groups that is not familiar to all groups of students?

Section 4: Training

Committee members are trained to identify bias and sensitivity concerns in items prior to beginning the review process. The slide deck presentation utilized for review of the IRI items is included in Attachment 1.

Department staff provided training on the background and statutory requirements for the review committee. An Amira facilitator provided training for the committee members to learn what they should be looking for when reviewing items. This presentation included the steps in the item development process, information about the difference between bias and content related issues, noted that participants should only be flagging items for bias issues, and provided specific examples of items that may show bias. Upon completion of the bias and sensitivity training, the committee was trained to use the Reviewer Interface to submit their feedback on each item electronically.

Section 5: 2024 Summary of Committee Review

Procedures

After being trained on the item review process, committee members individually reviewed their randomly assigned item batches in the Reviewer Interface during each of seven (7) sessions. Each item was reviewed by at least two committee members. Any items flagged as “Rejected” were immediately moved into a Round 2 determination review during which a simple majority (at least 6 of 11) members was required to refer the flagged item to the SBOE.

Results

On August 4, 2025, a **total of 1,466** items were presented to the committee. Of all the items, the committee approved **1,431 as free of bias and sensitivity** concerns. During Round 1, committee members **flagged 35 items for possible concerns** with bias and sensitivity. During Round 2, committee members referred 27 items for removal or revision. After further review (Round 3), The Department’s executive team then decided which items to send to the State Board of Education for a final determination: 26 of the 27 items were classified as content concerns rather than bias or sensitivity issues. One item will be referred to the State Board of Education for final review. A summary of the results is provided in Table 2.

Table 2. Summary of Review Committee Determinations

Session	Assessment Component(s) Reviewed	Total # of Items Reviewed	# of Items with Zero Flags	# of Items Flagged in Round 1	# of Round 2 Items Referred to the Department	# of Round 3 Items Referred to SBOE
Session 1	Oral Reading Fluency (ORF) and Reading Comprehension	372	364	8	5	0
Session 2	Up and Down, Change One Part, Word Part Deletion, Word Identification Fluency, and Non-Word Fluency	669	665	4	4	0
Session 3	Blending	102	88	14	12	0
Session 4	Spelling	212	206	6	3	1
Session 5	Vocabulary	30	28	2	2	0
Session 6	Retell	20	19	1	1	0
Session 7	Rapid Automatized Naming (RAN), Letter Names, Letter Sounds, and Non-Word Repetition	61	61	0	0	0
Total		1,466	1,431	35	27	1

Section 6. Final Results

Of the 1,466 items reviewed by the committee per Idaho Code § 33-134, **1 item (as seen in Figure 3) was rejected or flagged as needing further review by the Department and State Board of Education.**

Implications of Excluding the Rejected and Flagged Items

Amira has analyzed the impact and found there are no risks associated with how rejected items may impact the performance of that IRI assessment.

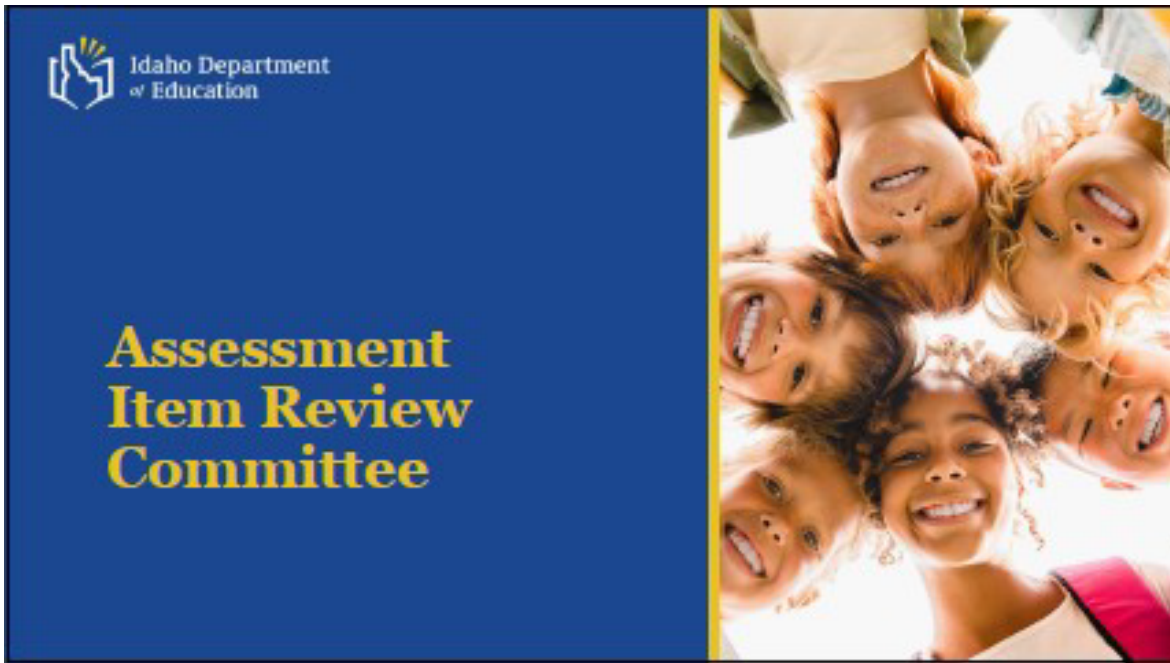
For additional questions, please contact Ayaka Nukui, Director of Assessment & Accountability, at the Idaho Department of Education (208-332-6926 or

anukui@sde.idaho.gov).

Figure 3: Redacted item rejected or flagged as needing further review by the Department and State Board of Education.

The screenshot shows a web interface for reviewing a redacted item. At the top left, the word "spelling" is visible next to a redacted area and a blue "Grade: 2" tag. At the top right, there is a large redacted area and a small profile picture. Below these are two buttons: "Approve" with an unchecked checkbox and "Reject" with a checked checkbox. The bottom section contains three input fields: "Word" with a redacted value, "Sentence Context" with a redacted value, and "Calibration Form" with the text "g2 spelling5".

2025 IRI Assessment Item Review Committee Presentation by Amira Learning



Support Staff



- Idaho Department of Education Staff
 - Ayaka Nukui (Director)
 - Kacy Proctor (IRI Coordinator)
 - Amber Van Vooren (ISAT Coordinator)

4

Background



- Formed by the Idaho Legislature in 2014 through [Idaho Code 33-134](#).
- Last met in fall 2024.
- First time for IRI

5

Purpose



- To ensure that statewide assessments measure what they intend to measure (i.e. student's knowledge and skills) by removing questions that could unfairly interfere with student performance.

Your Role



- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.

Your Role



- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.

Statewide Assessments



- Idaho Reading Indicator
- Grades K-3
- Early Literacy Skills- foundational Reading Standards
- Administered in BOY (Beginning of Year) and EOY (End of Year)
- All students (except those that qualify under 33-1618- EL exemption)

What's Next?



- Training
- Review Items
- Review Items
- Review Items
- ...
- Possibly Virtual Follow-up (if not finished)

43

Questions?





44

Contact



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Assessment & Accountability
Idaho State Department of Education
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Amber Van Vooren | ISAT Coordinator
Assessment & Accountability
Idaho State Department of Education
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IRI Fairness Review Stakeholder Meeting

Boise, Idaho | August 4, 2025

Amira Learning | Idaho Department of Education





Test Security	AMIRA
• Non-disclosure agreements should have already been signed. • All test materials viewed during this meeting are the intellectual property of Amira Learning and are considered secure and confidential. • Do NOT discuss test material content outside of this meeting.	

Agenda

Time	Agenda Item
8:00 – 8:30	Check in
8:30 – 9:00	System Set Up
9:00 – 9:15	Welcome & Introductions
9:15 – 9:45	Item Review Training
9:45 – 11:00 (75)	ORF & Reading Comprehension (Break as Needed)
11:00 – 11:15	Determinations
11:15 – 12:15 (60)	Up and Down, Change One Part, Word Part Deletion, Word Identification Fluency, and Non-Word Fluency
12:15 – 12:30	Determinations
12:30 – 12:45 (15)	Grab Lunch & Break
12:45 – 1:30 (45)	Working Lunch: Blending
1:30 – 1:45	Determinations
1:45 – 2:30 (45)	Spelling
2:30 – 2:45	Determinations
2:45 – 3:00 (15)	Vocabulary
3:00 – 3:15	Determinations
3:15 – 3:30 (15)	Break
3:30 – 4:00 (30)	Retail
4:00 – 4:15	Determinations
4:15 – 4:30 (15)	RAN, Letter Names, Letter Sounds, Non-Word Repetition
4:30 – 4:45	Determinations
4:45 – 5:00	Final Wrap up
5:00	Adjourn

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Steps in the Development Process

Steps in Item Development Process



- Item Development and Pre-Testing
 - Initial item creation aligned to a rigorous blueprint, standards, and learning objectives
 - Review and inclusion of legacy Amira and ISIP assessment item banks
 - Review and Revision
- Pilot Testing
 - Field Testing
 - Data Collection
- Item Validation and Refinement
 - Item fit analysis
 - Item pool creation
 - Continuous monitoring
- Implementation in Computer-Adaptive Testing (CAT)



Fairness Review: What

Assessment Fairness

AMIRA

Purpose: Test materials need to be free from unnecessary barriers to the success of diverse groups of students.

Why?

- Valid measurement of student achievement
- Positive student experience

Assessment Fairness

AMIRA

Assessment content should be:

1. Free of bias and stereotypes
2. Sensitive to student and community beliefs and experiences
3. Accessible to all students, to the greatest extent possible

Free of Bias and Stereotypes

AMIRA

- Assessment content does not express bias or present stereotypes of people of different groups.
- Assessment content demonstrates respect for people of different groups.
- Assessment content is inclusive and reflects the diversity of the community.

Free of Bias and Stereotypes

AMIRA

- Gender
- Race, Ethnicity, Culture
- Religion
- Age
- Disability
- Socioeconomic

Sensitive to Student and Community Beliefs and Experiences

AMIRA

- Assessment content does not include topics that are considered controversial by the community, unless these topics are part of the learning standards.
- Assessment content avoids emotionally-charged topics.
- Assessment content does not give advice or promote specific morals, unless these are universally accepted.
- Assessment content does not depict people engaged in dangerous activities.

Sensitive to Student and Community Beliefs and Experiences

AMIRA

Does the material:

- Require a student to take a position that challenges authority?
- Present sensitive or highly controversial subjects, such as death, war, abortion, euthanasia, or natural disasters, except where they are needed to assess learning standards?
- Trivialize significant or tragic human experiences?
- Require the parent, teacher, or examinee to support a position that is contrary to their religious beliefs?
- Contain advice pertaining to health and well-being about which there is not universal agreement?
- Portray people engaged in dangerous activities, unless required to assess the learning standard?

Accessible to All Students to the Greatest Extent Possible

AMIRA

Language used in the assessment is understandable and inclusive.

- Does the material use exclusive or gender-specific terms rather than inclusive terms?
- Does the material use words or phrases that may not be similarly understood by students of different groups?

Assessment content does not rely on vocabulary or background knowledge that would be significantly more or less familiar to a student because of their demographic group. (Differential familiarity)

- Does the material require knowledge of individuals, events, or groups that is not familiar to all groups of students?

Rater Guidelines

- Keep your Fairness Criteria & Guidelines handout close as a reference.
- When in doubt, ask for help.

Fairness Criteria & Guidelines

AMIRA

Purpose: Fairness criteria used to help assess fairness to the extent of diverse groups of students across race, ethnicity, gender, socioeconomic status, assessment accommodations, disabilities.

Criteria 1: Assessment should be free of bias and stereotypes.

- ✓ Assessment content does not contain assumptions or stereotypes of ethnic groups.
- ✓ Assessment content does not contain assumptions of different groups.
- ✓ Assessment content is not based on the culture, class, or ethnicity.
- ✓ Assessment content represents various demographic groups fairly regardless of gender, race, ethnicity, or other origins, age, disability, and socioeconomic status.

Criteria 2: Assessment should be sensitive to students and community beliefs and experiences.

- ✓ Assessment content does not include topics that are considered controversial in the community, unless there is a purpose for the learning objectives.
- ✓ Assessment content is not culturally insensitive, biased, or harmful.
- ✓ Assessment content does not glorify or promote specific events, unless there is a community standard.
- ✓ Assessment content does not depict people engaged in dangerous activities.

Checklist:

1. Does the material require a student to have specific characteristics or abilities?
2. Does the material present students in highly controversial topics, unless it is clearly very obvious, necessary, or helpful to students, and if so, then it can be used in a non-threatening manner?
3. Does the material include inappropriate images, names, or characters?
4. Does the material require the student to identify or describe a specific person or community in a negative manner?
5. Does the material contain advice pertaining to health and well-being that is not evidence-based or not widely accepted?
6. Does the material contain advice regarding dangerous activities, unless required to accurately convey information?

Criteria 3: Assessment should be accessible to all students, to the greatest extent possible.

- ✓ Language used in the assessment is understandable and inclusive.
- ✓ Assessment content does not require specific knowledge or information that is not available to all students.
- ✓ Assessment content is not based on the culture, class, or ethnicity of students.
- ✓ Assessment content does not rely on knowledge or background knowledge that is not familiar to all students because of their demographic group (Differential familiarity).
- ✓ Assessment content does not require knowledge or information that is not available to all students.

Flagged Items

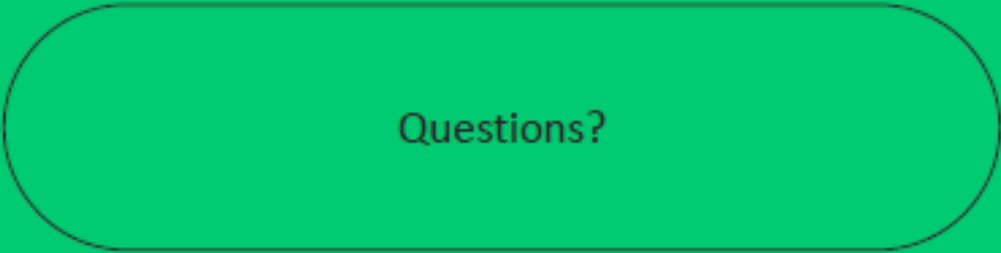
- Items flagged for possible bias and sensitivity concern will be reviewed by the whole group.
- The group will vote and decide as a simple majority.
- If a simple majority agrees with the flag, the item will be recommended for removal.
- If a simple majority does not agree with the flag, the item will be flagged for the discretion of the IRI Coordinator to make a determination.

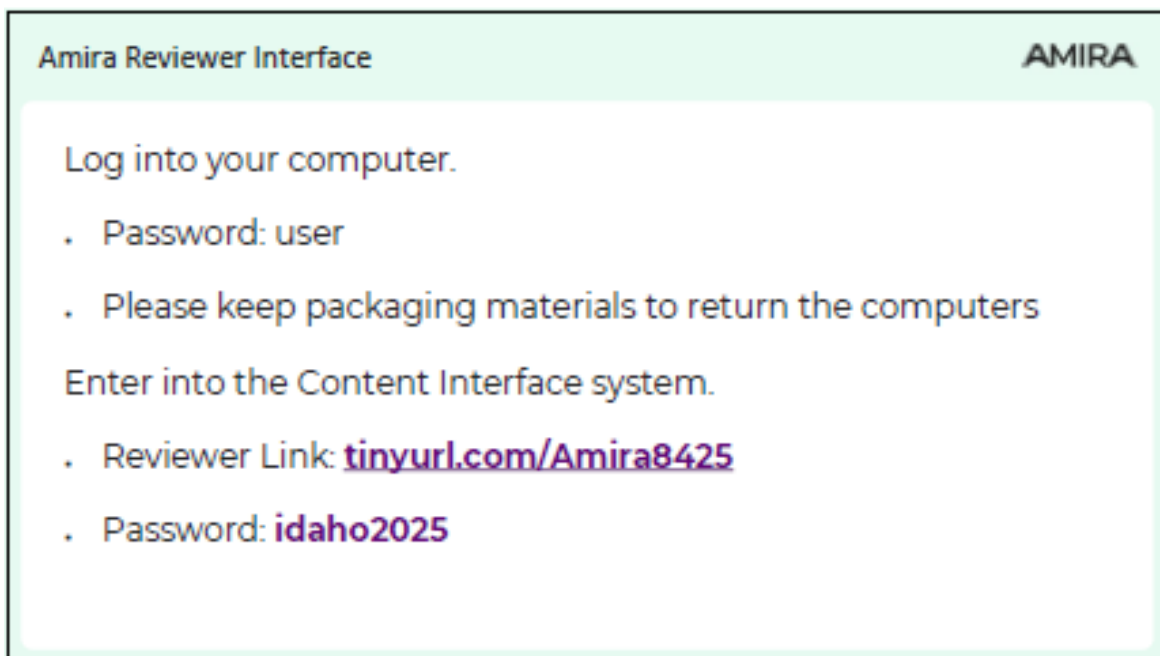


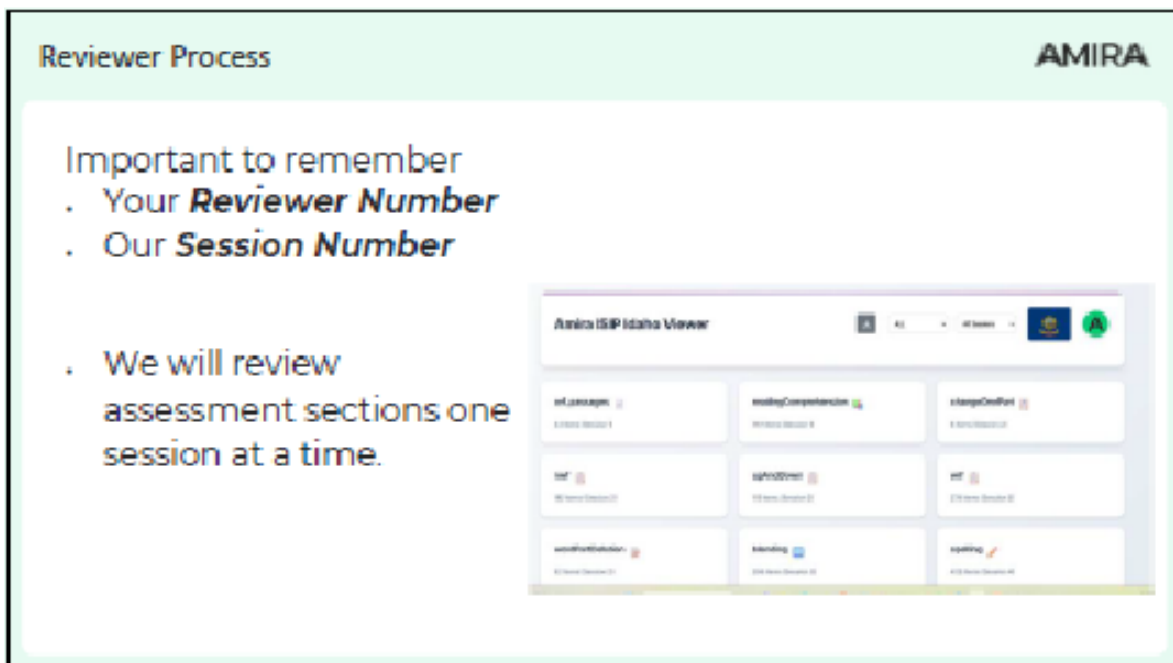
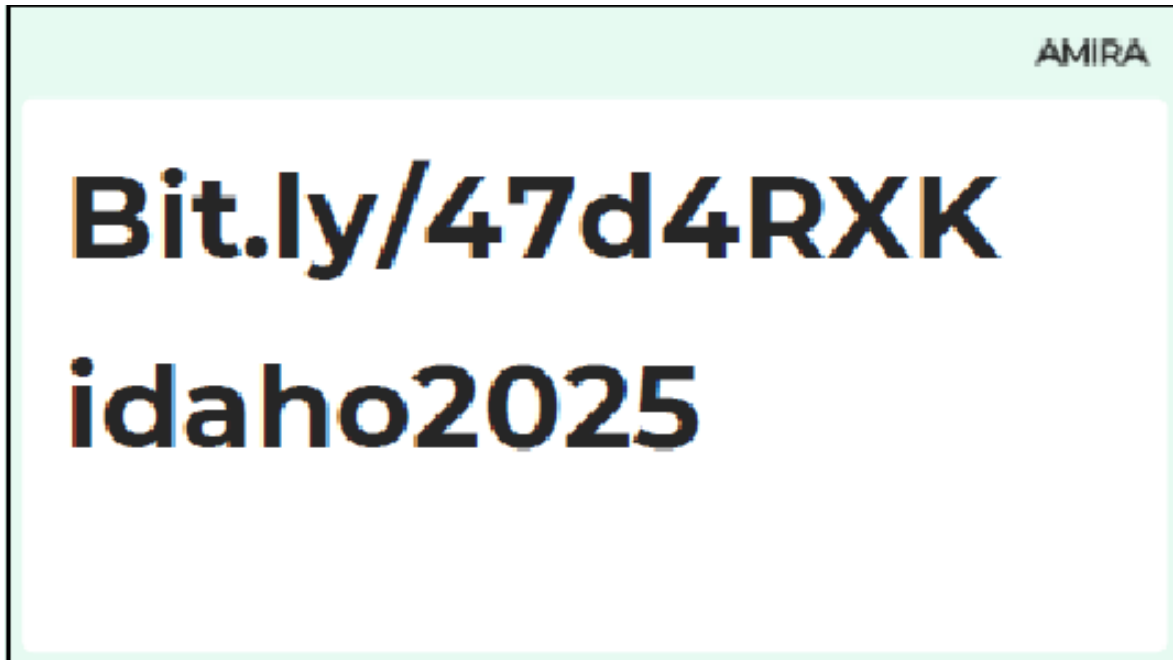
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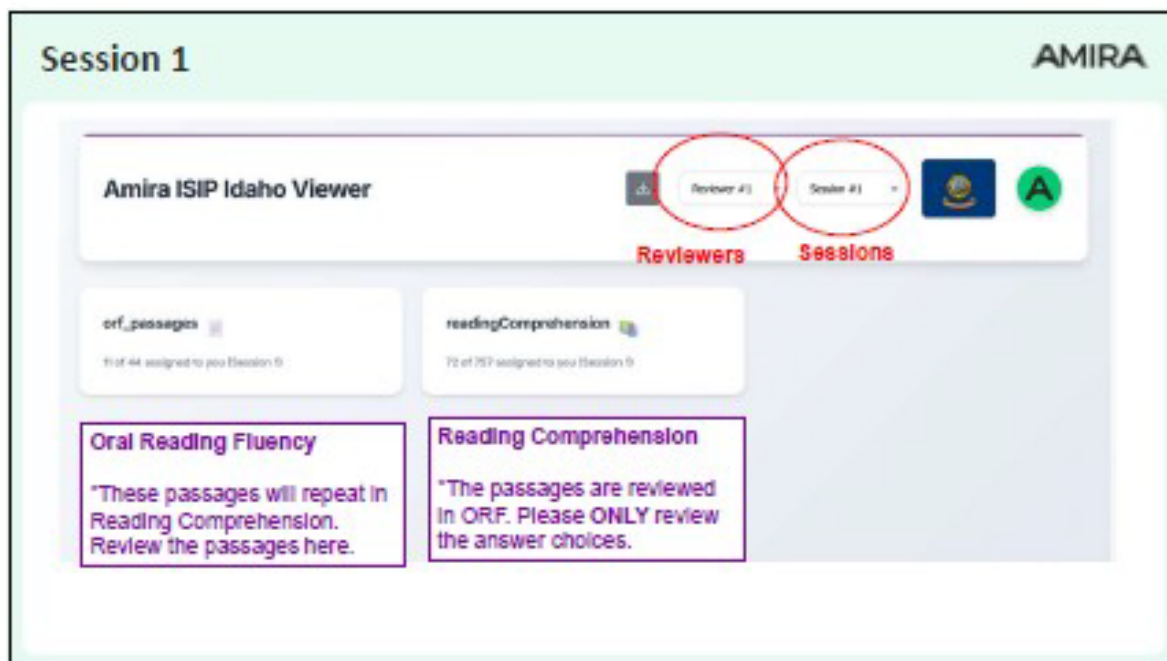
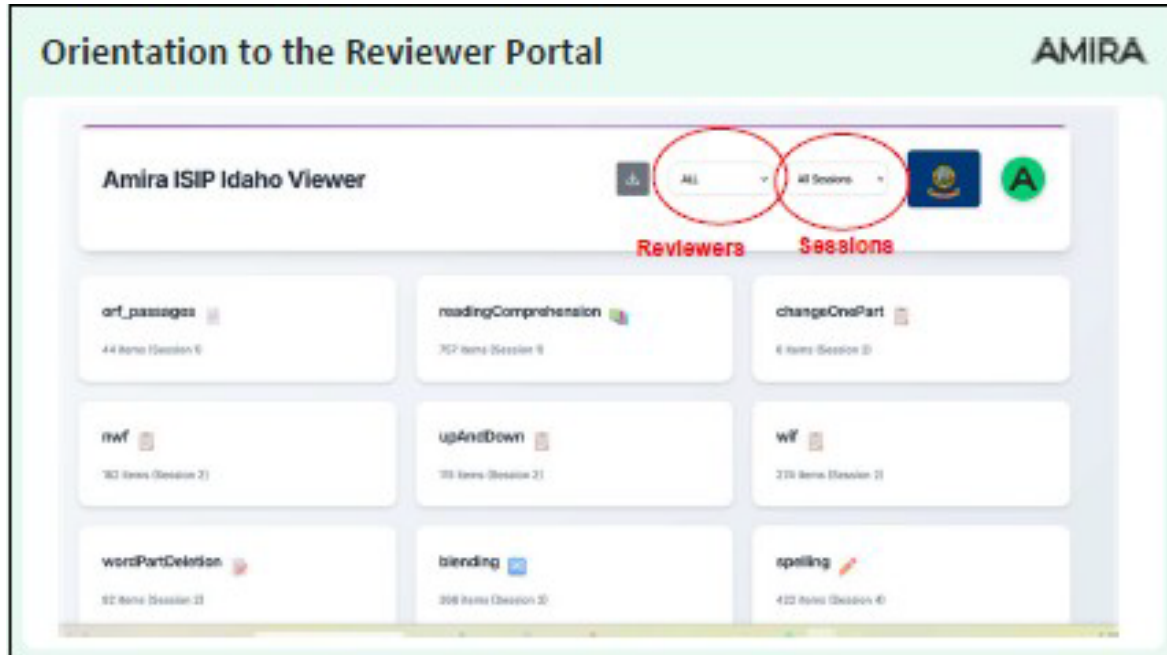
Norms and Participant Guidelines

Participant Guidelines	AMIRA
• Do not record, screenshot, or download specific content. • After the meeting, destroy any personal notes related to content or phenomenon discussed. • Do not speak to other panelists about specific passages or items outside of the meeting. • To limit disruptions, try to take breaks at designated break times. • If you have any questions about the review or procedures, feel free to ask.	







Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 2

AMIRA

Amira ISIP Idaho Viewer

Review #1

Session #2



A

ReviewersSessions

Change One Part

changeOnePart

0 of 6 assigned to you (Session 2)

Non-Word Fluency

nwf

52 of 102 assigned to you (Session 2)

Up and Down

upAndDown

28 of 75 assigned to you (Session 2)

Word Identification Fluency

wif

46 of 124 assigned to you (Session 2)

Word Part Deletion

wordPartDeletion

19 of 62 assigned to you (Session 2)

IDE
TAB 2

29 of 64

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 3

AMIRA

Amira ISIP Idaho Viewer

Reviewers

Sessions

Blending

blending

100 of 200 assigned to you (Session 3)

Reviewers

Sessions

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 4

AMIRA

Amira ISIP Idaho Viewer

Reviewers

Sessions

Spelling

spelling

285 of 422 assigned to you (Session 4)

Reviewers

Sessions

IDE
TAB 2

31 of 64

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 5

AMIRA

Amira ISIP Idaho Viewer

Reviewer #1

Session #5





Reviewers

Sessions

Vocabulary

vocabulary

7 of 30 assigned to you (Session 5)

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 6

AMIRA

Amira ISIP Idaho Viewer

Reviewers #1

Session #5



A

ReviewersSessions

Retell

retell

5 of 28 assigned to you | Session 6

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

Session 7

AMIRA

Amira ISIP Idaho Viewer

Reviewers

Sessions

Letter Name

Letter Sound

Non-Word Repetition

Rapid Automatized Naming

Simple Majority Vote

AMIRA

- Review the item before you.
- Consider the Fairness Criteria & Guidelines
- Hand Vote
 - All in favor of referring the item to the State Board of Education for removal, raise your hand.

AMIRA
LEARNING

Wrap Up

Thank you!

AMIRA

- . Your participation today has been very helpful!
- . Please return your laptops and supplies to the boxes provided.
- . Next steps
- . Any final questions?

2025 ISAT Assessment Item Review Committee Report by Cambium

IDAHO DEPARTMENT OF EDUCATION
[Assessment.Item.Review.Committee.Report.](#)
August.868①

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, Cambium Assessment, Inc. (CAI) and the Idaho Department of Education (Department) 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 Department 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 Department recruited 30 participants from the six regions adhering to the legislative requirements to participate in the Assessment Item Review Committee. Eleven participants attended the meeting.

[Section.8;Preparation](#)

Committee members review newly developed items that will be field tested during the upcoming Spring ISAT administration. During the August 2025 meeting, committee members reviewed items for the Idaho Standards Achievement Test (ISAT) English Language Arts (ELA)/Literacy, ISAT math, and ISAT Science. No Idaho Alternate Assessment (IDAA) items were reviewed by the committee. The 2025-2026 school year is the last year the current IDAA will be administered, and therefore no field-test items are required.

Table 3 shows the number of items that were slated for review.

Table.9;Number.of.ISAT.Items.for.Review.by.Content.Area

Subject	Total Items for Review
ISAT ELA/LITERACY	968
ISAT MATH	1489
ISAT SCIENCE	51
TOTAL	2508

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

CAI configured the Item Tracking System software to create a “Bias and Sensitivity Survey” in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 4, the user interface for Content Rater displayed 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 presented a rendering of the item as it would appear to a student taking an actual test 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 Language Accessibility Bias and Sensitivity (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.

Figure 4. Content Rater Interface

The screenshot displays the Content Rater Interface. At the top, it shows 'Home' and 'Content Rater' with a dropdown arrow. Below this, it indicates 'Item 8 in Batch 81 (ID: 19862 Type: Traditional)' and provides navigation buttons: 'Return to list', 'Previous Item', 'Next Item', and 'All Items: #3-8'. The interface is divided into two main sections. The left section, titled 'Item Rating Questions', contains a question '1: Is this item free from bias?' with 'Yes' and 'No' radio buttons. Below this is a 'General Comment: optional' text area with a '1500 characters remaining' indicator and 'Save' and 'Reset' buttons. The right section, titled 'Item Overview', includes an 'Item Content Webpreview' area with various icons for 'Review', 'Item Card', 'Item Rubric', 'Item Score', 'Add Exemplar', 'Edit Exemplar', and 'Refresh Content'. It also features a 'Resolution' dropdown set to 'Off-Use my', 'Content Source' set to 'Preview Con', 'Season' set to 'Latest Expe', and 'Test Settings' set to 'ALT-ELA'. A 'Go' button is present. Below these are 'Items: Item 8' and a 'Back' button. The main content area shows a large number '8' and the name 'Theodore Waczynski'.

Prior to the committee meeting, CAI created usernames and passwords for each committee member within the Item Tracking System. CAI loaded and randomly pre-assigned batches of items for each committee member to review. Participants were instructed to ask for additional batches as they completed and submitted their initial assignment.

Section.9;Training

Committee members are trained to identify bias and sensitivity concerns in items annually. The “Idaho Assessment Item Review Committee” PowerPoint presentation is included in Attachment 4.

Additionally, CAI 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, information about the difference between bias and content related issues, noted that participants should only be flagging items for bias issues, and provided specific examples of items that may show bias. Upon completion of the Bias and Sensitivity training, the committee was trained to use the Item Tracking System and Content Rater to submit their feedback on each item electronically (Figure 4).

Section.0;Two_Round.Review.Process

The Round 1 review process in 2025 was adjusted so each ISAT ELA/Literacy and ISAT Math item was reviewed by at least one (1) committee member and each ISAT Science item was reviewed by at least two (2) committee members, chosen at random

from the overall committee pool. Items “flagged” as displaying bias and sensitivity issues by any reviewers moved on to Round 2 for a large group discussion and review.

Round 2 consisted of a large group discussion where committee members shared their point of view and heard the perspectives and input of other members for each item flagged in Round 1. After discussion, committee members individually voted if an item met bias and sensitivity criteria. Items for which a majority of the full committee voted an item did not meet bias and sensitivity criteria were then moved on to a Round 3 Review conducted by Department staff.

During the Round 3 review process, Department staff reviewed the items to filter for bias and sensitivity concerns versus content concerns. The Department’s executive team then reviewed any items with a bias and sensitivity concern that were “Rejected” by a two-thirds supermajority from the committee. The Department’s executive team then decided which items would be brought forth to the State Board of Education for final determination.

[Section 1.868 Summary of Committee Review](#)

Round 1 Procedures

After being trained on the item review process, committee members individually reviewed their randomly assigned item batches in the Content Rater Interface. Again, each ISAT ELA/Literacy and ISAT Math item is reviewed by at least one (1) committee member and each ISAT Science item is reviewed by at least two (2) committee members. Any items flagged as “Rejected” by at least one committee member moved on to Round 2.

[Round 7 Results](#)

In the August 2025 meeting, 2,508 items were presented to the committee. The results of the Round 1 review appear in Table 4.

Table.0;Results.from.Round.7

Subject	Total Items Reviewed	Number of Items Flagged for Round 2 Review
ISAT ELA/Literacy	968	5
ISAT MATHEMATICS	1489	2
ISAT SCIENCE	51	4
TOTAL	2508	11

Round 2 Procedures

At the beginning of Round 2, committee members participated in a whole group discussion about the items flagged for bias and sensitivity issues from Round 1. After the discussion, the committee members individually voted on each remaining item. The vote used a simple majority vote rule for identifying items for proposed “Rejected” during Round 2 that should be submitted to the Department for further consideration.

Round.8.Results

The committee members proposed “rejected” or flagged three items as needing further review by the Department. A detailed summary of the results of Round 2 is provided in Table 5.

Table.1;Results.from.Round.8

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 3 Review
ISAT ELA/Literacy	5	3	2
ISAT MATHEMATICS	2	1	1
ISAT SCIENCE	4	4	0
TOTAL	11	8	3

Round 3 Procedures

Upon receiving the proposed items for rejection from the committee after Round 2,

Department staff filtered the rejected items by bias and sensitivity concerns versus content concerns. Items with bias and sensitivity concerns that were “Rejected” by a two-thirds supermajority vote from the committee were presented to the Department’s executive team for review. The Department’s executive team then decided which items to send to the State Board of Education for a final determination.

Round 9 Results

The committee members rejected or flagged three items as needing further review by the Department. Upon review by the Department, two items were determined to be content concerns, and one item did not meet the supermajority threshold of two-thirds to be brought to the State Board of Education for rejection. A detailed summary of the results of Round 3 is provided in Table 6.

Table 6: Results from Round 9

Subject	Total Items Reviewed	Number of Items Flagged for Review by the State Board of Education
ISAT ELA/Literacy	2	0
ISAT MATHEMATICS	1	0
ISAT SCIENCE	0	0
TOTAL	3	0

Section 6. Final Results

Of the 2,508 items reviewed by the committee per Idaho Code § 33-134, **no items were rejected or flagged as needing further review by the State Board of Education.**

Implications of Excluding the Rejected and Flagged Items

There was no need for an analysis of the risks associated with how rejected items may impact Item Bank pools because no items were recommended for rejection by the 2025 Bias and Sensitivity Committee.

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).

2025 ISAT Assessment Item Review Committee Presentation by Cambium



IDAHO | AUGUST 5-6, 2025

ASSESSMENT ITEM REVIEW COMMITTEE

Cambium Assessment, Inc. | Idaho Department of Education

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Idaho Department
of Education

Assessment Item Review Committee



Welcome and Thank You



Thank you for volunteering your time to participate in the 2025 Assessment Item Review Committee Meeting for Bias and Sensitivity.

3

Support Staff



- Idaho Department of Education Staff
 - Ayaka Nukui (Director)
 - Austin Ambrose (ISAT Coordinator)
 - Amber Van Vooren (ISAT Coordinator)
 - Stacie Rekow (IDAA Coordinator)

4

Background



- Formed by the Idaho Legislature in 2014 through [Idaho Code 33-134](#).
- Last met in fall 2024.

5

Purpose



- To ensure that statewide assessment items measure what they intend to measure (i.e. student's knowledge and skills) by removing questions that could unfairly impact a student's performance due to a bias or sensitive nature of the item.

6

Your Role



- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.

7

Statewide Assessments



- Idaho Standards Achievement Test (ISAT)
- Grades 3-8, HS
- English language arts, mathematics, science
- Administered in March-May
- All students (except for those who qualify for IDAA)

8

What's Next?



- Overview on test security
- Training on item review
- Individual item review
- Group discussions
- Facilitated item review
- Possibly Virtual Follow-up (if not finished)

9

Questions?



10

Contact



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Assessment & Accountability
Idaho State Department of Education
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Stacie Rekow | IDAA Coordinator
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Test Security

- Non-disclosure agreements should have already been signed.
- All test materials viewed during this meeting are considered secure.
- Do NOT discuss test material content outside of this meeting.



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Agenda – Day 1

Day 1 Meeting Agenda (August 5, 2025)	
8:00 – 8:30	Check In
8:30 – 9:00	System Set Up
9:00 – 9:15	Welcome/Introductions/Overview
9:15 – 9:45	Item Review Training
9:45 – 10:30	Individual Item Review
10:30 – 10:45	Break
10:45 – 12:30	Individual Item Review
12:30 – 1:15	Working Lunch
1:15 – 1:30	Group Discussion
1:30 – 3:00	Individual Item Review
3:00 – 3:15	Break
3:15 – 5:00	Facilitated Item Review
5:00	Adjourn



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Agenda – Day 2

Day 2 Meeting Agenda (August 6, 2025)	
8:00 – 8:30	Check In/System Set Up
8:30 – 10:00	Individual Item Review
10:00 – 10:15	Break
10:15 – 11:30	Individual Item Review
11:30 – 12:30	Working Lunch
12:30 – 2:45	Facilitated Item Review
2:45 – 3:00	Closing Remarks
3:00	Adjourn



14

Steps in the Development Process



Steps in Item Development Process

- Item development
- Client review/approval
- Educator Review (Content & Fairness)
- Field Test with Students
 - Rubric Validation and Data Review
- Idaho Assessment Item Review Committee (Fairness)
- Operational Use



Fairness Review Process



Assessment Fairness

Purpose:

- Test materials need to be free from unnecessary barriers to the success of diverse groups of students.

Why?

1. Valid measurement of student achievement.
2. Positive student experience.



Assessment Fairness

Assessment content is...

1. free of bias and stereotypes.
2. sensitive to student and community beliefs and experiences.
3. accessible to all students, to the greatest extent possible.



Assessment Fairness

Assessment content is free of bias and stereotypes.

- Assessment content does not express bias or present stereotypes of people of different groups.
- Assessment content demonstrates respect for people of different groups.
- Assessment content is inclusive and reflects the diversity of the community.



Assessment Fairness

Assessment content is free of bias and stereotypes.

- Gender
- Race, Ethnicity, Culture
- Religion
- Age
- Disability
- Socioeconomic



Assessment Fairness

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

- Assessment content does not include topics that are considered controversial by the community, unless these topics are part of the learning standards.
- Assessment content avoids emotionally-charged topics.
- Assessment content does not give advice or promote specific morals, unless these are universally accepted.
- Assessment content does not depict people engaged in dangerous activities.



Assessment Fairness

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

- Language used in the assessment is understandable and inclusive.
 - a. Does the material use exclusive or gender-specific terms rather than inclusive terms?
 - b. Does the material use words or phrases that may not be similarly understood by students of different groups?
- Assessment content does not rely on vocabulary or background knowledge that would be significantly more or less familiar to a student because of their demographic group.
(Differential familiarity)
 - a. Does the material require knowledge of individuals, events, or groups that is not familiar to all groups of students?



Fairness Review Process

1. Enter Content Rater system and begin batch.
2. Review each item from a fairness perspective.
 - a. Utilize Fairness Criteria Guidelines if needed
 - b. Document comments and answers to questions in content rater for discussion
3. Items flagged for possible BNS concern go to Round #2 (small group review)



Norms and Participant Guidelines



Participant Guidelines

- Do not record, screenshot, or download specific content.
- After the meeting, destroy any personal notes related to content or phenomenon discussed.
- Do not speak to other panelists about specific passages or items outside of the meeting.
- To limit disruptions, try to take breaks at designated break times.
- If you have any questions about the review or procedures, feel free to ask Cambium staff.



Questions?



Accessing Content Rater



Accessing Content Rater

The screenshot shows the Cambium Assessment Secure Login page. At the top left is the Cambium Assessment logo. Below it, the text "Secure Login" is displayed. Under "Secure Login", there are two input fields: "Email Address" and "Password". The "Email Address" field has a placeholder text "Email Address". The "Password" field has a placeholder text "Password" and a toggle icon (an eye) to its right. Below the "Password" field is a link that says "Reset Password". At the bottom left of the login section is a blue button labeled "Log In". To the right of the login section is a "Support" section with a list of links: "Why reset passwords each school year?", "Didn't receive the reset password email?", "Link doesn't work?", "Need an account?", "Not sure if you're registered?", and "Need more help?". At the bottom of the page, there is a footer with the text "Copyright © 2025. All rights reserved. | Terms of Use & Privacy Policy" and the Cambium Assessment logo.

Secure Login

Email Address

Password

[Reset Password](#)

Log In

Support

- [Why reset passwords each school year?](#)
- [Didn't receive the reset password email?](#)
- [Link doesn't work?](#)
- [Need an account?](#)
- [Not sure if you're registered?](#)
- [Need more help?](#)

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Accessing Content Rater

The screenshot shows the Cambium Assessment Item Tracking System interface. At the top left is the Cambium Assessment logo. To its right is the text "Item Tracking System". At the top right, there is a "User:" label followed by a "Manage Account" link and a "Logout" link. Below the header, the text "Item Tracking System" is displayed. In the center, there is a form titled "Please select an item bank:". Below this title is a dropdown menu with a search bar. The dropdown menu is open, showing a list of item banks. The first two items are "10006 - Idaho Assessment" and "10200 - SBAC Field Test IAT".

Item Tracking System

Please select an item bank:

10006 - Idaho Assessment

10200 - SBAC Field Test IAT



Accessing Content Rater

Incomplete Batches			
Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
31652	Incomplete		
34893	Incomplete		
35969	Incomplete		
36066	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36483	Incomplete		

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		



Accessing Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional
General Comment on the Item is Optional

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: [dropdown]

Back Next Pause Item Score

Zoom Out Zoom In

31652



Accessing Content Rater

Incomplete Batches			
Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42951	Incomplete		
42953	Incomplete		



Questions?



2025 Assessment Item Review Expenditure Report

Type of Cost	Cost Incurred
Travel Reimbursements (including per diem)	\$4,358.25
Room Costs	\$7,353.00
Meeting Room Fee	\$1050.00
Total Hotel Costs	\$13,761.25
Catering Costs	\$860.00
Coffee and Refreshments	\$184.83
Total Meal Costs	\$ 1044.83
Contract Cost from Amira Learning	\$4,000.00
Contract Cost from Cambium	\$ 64,000.00
TOTAL MEETING COST	\$ 82,806.08

2025 ASSESSMENT ITEM REVIEW COMMITTEE MEMBERS AND ATTENDANCE

Region	First Name	Last Name	Role	Exit Year	Attended 2025 Meeting?
1	Richard	Meyer	Board Member	2027	No
1	Peggy	Loutzenhiser	Administrator	2027	Yes
1	Jennifer	Kelly	Parent	2027	No
1	Tim	Hunt	Parent	2025	No
2	Alicia	Wheeler	Teacher	2027	No
2	Jolyn	Hobson	Administrator	2027	No
3	Joy	McDaniel	Parent	2027	No
3	Lori	Frasure	Board Member	2027	No
3	Allyson	Randall	Teacher	2027	No
3	Kim	Arrasmith	Administrator	2025	No
3	Tanya	Koyle	Parent	2025	No
4	Joy	Kane	Administrator	2027	Yes

Region	First Name	Last Name	Role	Exit Year	Attended 2025 Meeting?
4	Charity	Smith	Teacher	2027	Yes
4	Chelsea	Lee	Parent	2027	No
4	Darlene	Dyer	Parent	2025	Yes
5	Angie	Eldredge	Parent	2027	Yes
5	JoDee	Cook	Teacher	2027	Yes
5	Carmelita	Benitez	Administrator	2025	No
6	Christina	Fullmer	Teacher	2027	No
6	Lisa	Puckett	Administrator	2027	Yes
6	Mark	Olsen	Parent	2027	Yes
6	Karen	Pyron	Board Member	2027	Yes
4	Sally	Toone	Alternate	--	Yes
4	Erin	Denney	Alternate	--	No
4	Laree	Jensen	Alternate	--	Yes