

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

TAB	DESCRIPTION	ACTION
1	K-12 DEVELOPMENTS	Information Item
2	IDAHO READING INDICATOR – FALL RESULTS	Information Item
3	2022 NAEP RESULTS	Information Item
4	ASSESSMENT REVIEW COMMITTEE RECOMMENDATIONS	Action Item

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- COVID relief funding update
- Teacher recognition
- Student Advisory Council

BOARD ACTION

This item is for informational purposes only.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

SUBJECT

Fall 2022 IRI Results

REFERENCE

August 2016	Board members adopted the recommendations from the Early Literacy Assessment Working Group to replace the current statewide Idaho reading assessment with an electronically-administered, computer adaptive assessment.
December 2018	Board reviewed fall IRI performance on the new assessment.
October 2019	Board reviewed the statewide reading assessment results and discussed literacy growth targets.
October 2020	Board reviewed the statewide reading assessment results as part of the October Work Session
October 2021	Board reviewed the statewide reading assessment results, including the fall 2021 administration as part of the Work Session discussion.
December 2021	Board received an update on the fall 2021 statewide reading assessment, the Idaho Reading Indicator, results.
October 2022	Board received an update on the statewide reading assessment and cohort growth numbers as part of the Work Session's performance measure discussion.

APPLICABLE STATUTE, RULE, OR POLICY

Chapter 18, Title 33,
Administrative Code, IDAPA 08.02.03.111 Assessment in Public Schools

BACKGROUND/DISCUSSION

In previous years, the Board has been presented with fall statewide reading assessment (Idaho Reading Indicator) data. The results from this fall are of particular interest given the state's focus on early literacy and the potential effects of unfinished learning associated with COVID-19.

This fall's Idaho Reading Indicator (IRI) administration occurred between August 1, 2022 and September 30, 2022. By default, students participated in person, but the state again enabled a remote administration option to provide additional flexibility for schools and students. The State Department of Education (Department) matches the IRI results to the October public school enrollment data to create a final

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

dataset. At the time of the Board material submission deadline, the Department was working on the data cleanup process. The Department will finalize the data and provide a presentation to update the Board on current early reading performance at the December Board meeting.

IMPACT

This agenda item will provide the Board and Board staff with updated IRI performance data to inform ongoing discussions about early reading.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1805, Idaho Code, each school district is required to report to the State Department of Education (Department) by October 1 the number and percentage of students, by grade level, on an individualized reading improvement plan. The Department is then required to compile the information and report it annually to the State Board of Education, the public, the Governor, and the Legislature. Additionally, pursuant to Section 33-1806, Idaho Code, the Department is required to report to the public, the State Board of Education, the Legislature and the Governor, the Fall and Spring statewide reading assessment results by school and by school district.

The Board has historically reviewed the statewide reading assessment performance at the October Board meeting as part of the annual Work Session discussion. In 2019, this review took place as a standalone item at the October Board meeting. Pursuant to Section 33-1809, Idaho Code, the Board is required to set statewide literacy growth targets. These targets are currently set by the Board through the K-20 Education Strategic Plan.

BOARD ACTION

This item is for informational purposes only.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

SUBJECT

National Assessment of Educational Progress (NAEP) 2022 Reading and Mathematics Results

REFERENCE

June 2018

Board reviewed NAEP 2017 Mathematics and Reading results.

APPLICABLE STATUTE, RULE, OR POLICY

Education Sciences Reform Act of 2002, Pub. L. No. 107-279

Idaho Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools

BACKGROUND/DISCUSSION

The National Assessment of Educational Progress results have been released as 'The Nation's Report Card.' These results show what students know and can do in reading and mathematics in 4th and 8th grade for the Nation and for Idaho.

IMPACT

The Nation's Report Card results are the first National K-12 results since the 2019 release before the COVID-19 pandemic. These results describe some of the effects on learning for National public schools and for Idaho.

ATTACHMENTS

Attachment 1 – NAEP Update - Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The National Assessment of Educational Progress (NAEP), was established by Congress in 1969. Results are available going back to 1971 through the National Center for Education Statistics (NCES). The full results may be viewed through the NCES website at <http://nces.ed.gov/nationsreportcard>.

NAEP was designed as a common measure of student achievement that is conducted nationally. The assessment measures level of proficiency in mathematics, reading, science and other subjects. The results of NAEP are reported through the Nation's Report Card and NCES. NAEP is overseen and administered by NCES within the U.S. Department of Education and the Institute of Education Sciences. NAEP policy is set by The National Assessment Governing Board, an independent body appointed by the U.S. Secretary of Education.

While statewide assessments are designed to measure student achievement based on each state's individual content standards, the NAEP assessment measures student achievement against a common measure across states. The assessment is given to a sampling of students in grades 4, 8, and 12. Subjects include civics, economics, geography, mathematics, music and visual arts, reading, science, technology and engineering literacy, U.S. history, and writing.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

Major assessment areas for NAEP include reading, writing, mathematics, and science, which are assessed at the national, state, and district levels. At grades 4 and 8, mathematics and reading are assessed every two years; at grade 12, they are assessed every four years. Science and writing are assessed every four years in grades 4 and 8. Other subject areas (e.g., civics, U.S. history, geography, economics, technology and engineering literacy, and the arts) are assessed only at the national level, occur less frequently and usually do not include all three grades. Results are reported as scores and as percentages of students reaching NAEP achievement levels—NAEP Basic, NAEP Proficient, and NAEP Advanced.

NAEP student achievement levels are performance standards that describe what students should know and be able to do at the applicable grade level. Results are reported as percentages of students performing at or above the three NAEP achievement levels. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the NAEP Proficient achievement level does not represent grade level proficiency as determined by individual state assessment standards. NAEP achievement levels are set by the National Assessment Governing Board based on the recommendations from a representative panel of teachers, education specialists, and members of the general public. The authorizing legislation requires the NAEP achievement levels be used on a trial basis until the Commissioner of the National Center for Education Statistics (NCES) determines that the achievement levels are reasonable, valid, and informative to the public (20 U.S.C. § 9622(e)(2)(C)).

BOARD ACTION

This item is for informational purposes only.

NAEP 2022 Reading and Mathematics Results

Paul Kleinert, PhD
Idaho State Department of Education



1

NAEP Subjects



Civics



Economics



Geography



U.S. History



Mathematics



Music



Reading



Science



Technology &
Engineering Literacy



Visual Arts



Writing

2

Grade 4 Reading Results



2022 Idaho average scale
score (0-500)

ID - 215

7

jurisdictions
significantly
higher

38

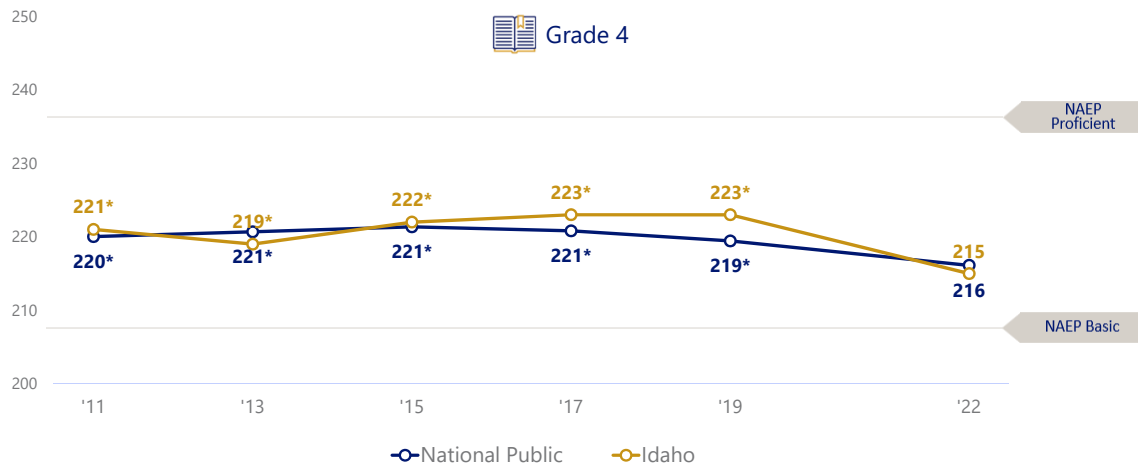
jurisdictions
not significantly
different

5

jurisdictions
significantly lower

3

Average Scale Scores



4

Student Group Score Differences



Grade 4 – Differences since 2011

Jurisdiction	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English language learners
State	↓6	↓8	↓4	↓7	↓17	↑15
National Public	↓4	↓4	↓4	↓4	↓5	◆

↑ Higher

↓ Lower

◆ No significant change

— Not available

Jurisdiction	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
State	↓7	—	◆	—	—	—
National Public	↓4	↓7	◆	↑5/↓8	↓6	↓4

*Students with disabilities excluding those with a 504 plan.

5

Grade 8 Reading Results



2022 Idaho average scale
score (0-500)

ID - 264

2

jurisdictions
significantly
higher

18

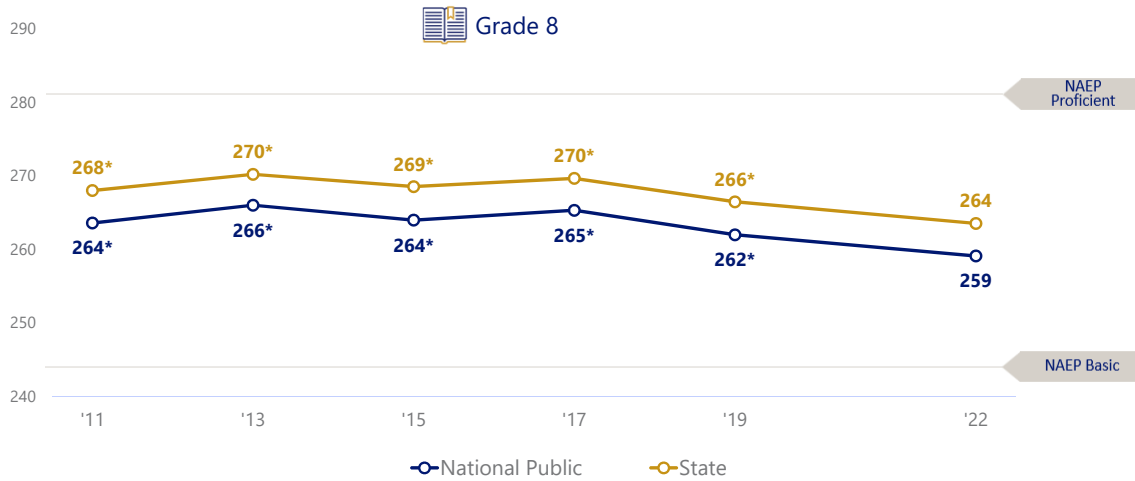
jurisdictions
not significantly
different

30

jurisdictions
significantly lower

6

Average Scale Scores



7

Student Group Score Differences



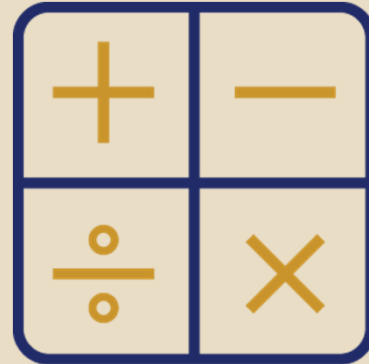
Grade 8 – Differences since 2011

Jurisdiction	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English Learners
State	↓4	↓5	↓5	↓6	◆	↓7
National Public	↓4	↓4	↓5	↓4	◆	◆
↑ Higher ↓ Lower ◆ No significant change — Not available						
Jurisdiction	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
State	↓4	—	◆	—	—	—
National Public	↓5	↓5	◆	↑6/◆	↓7	↓4

*Students with disabilities excluding those with a 504 plan.

8

Grade 4 Mathematics Results



2022 Idaho average scale
score (0-500)

ID - 236

7

jurisdictions
significantly
higher

28

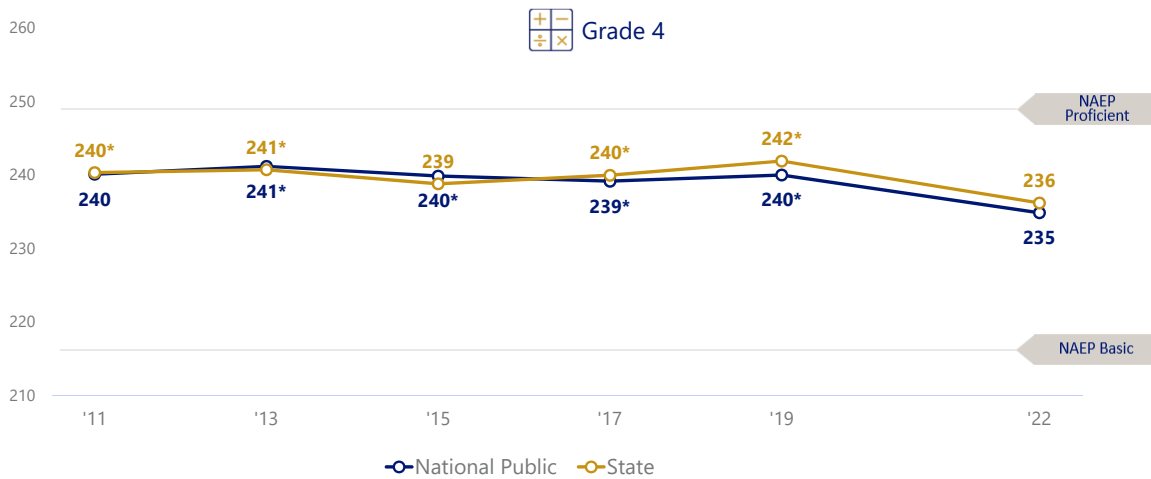
jurisdictions
not significantly
different

15

jurisdictions
significantly lower

9

Average Scale Scores



10

Student Group Score Differences



Grade 4 – Differences since 2011

Jurisdiction	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English Learners
State	↓4	◆	↓9	↓6	◆	◆
National Public	↓5	↓3	↓7	↓7	◆	↓4

↑ Higher

↓ Lower

◆ No significant change

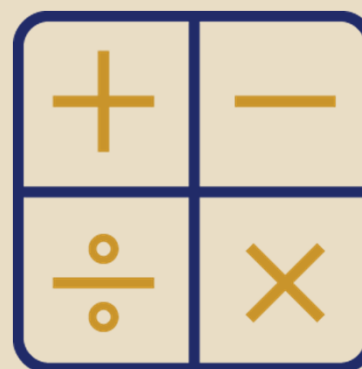
— Not available

Jurisdiction	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
State	◆	—	↓4	—	—	—
National Public	↓4	↓7	↓5	◆/↓13	↓7	↓6

*Students with disabilities excluding those with a 504 plan.

11

Grade 8 Mathematics Results



2022 Idaho average scale
score (0-500)

ID - 282

0

jurisdictions
significantly
higher

11

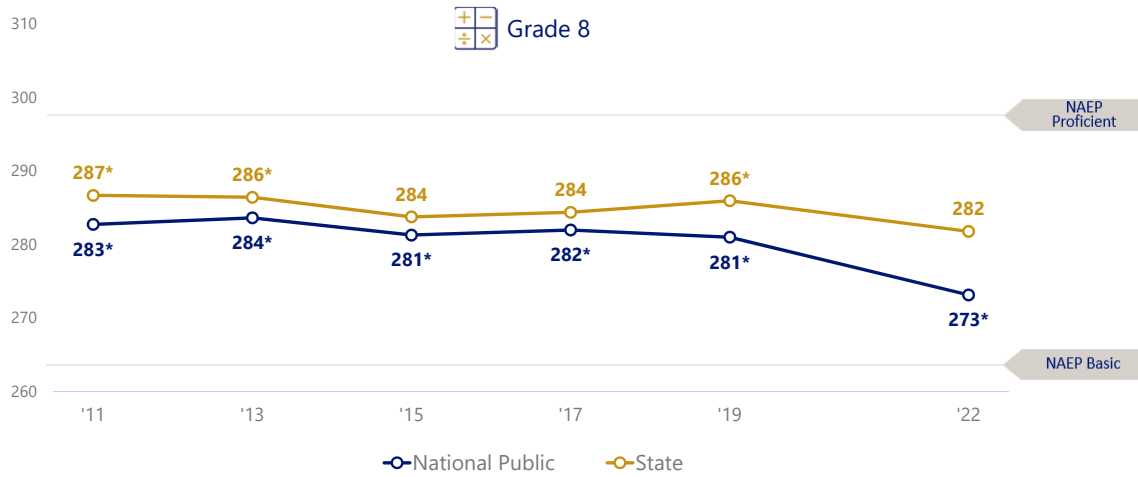
jurisdictions
not significantly
different

39

jurisdictions
significantly
lower

12

Average Scale Scores



*Significantly different ($p < .05$) from 2022.

13

Student Group Score Differences



Grade 8 – Differences since 2011

Jurisdiction	All Students	Male	Female	Eligible for NSLP	Students with Disabilities*	English Learners
State	↓5	↓4	↓5	↓7	◆	↓11
National Public	↓10	↓9	↓10	↓9	↓9	◆
↑ Higher ↓ Lower ◆ No significant change — Not available						
Jurisdiction	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
State	◆	—	◆	—	—	—
National Public	↓9	↓10	↓9	◆/◆	↓9	↓11

*Students with disabilities excluding those with a 504 plan.

14

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

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, on (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.
June 2019	Board approved the appointment of twelve (12) new committee members.
October 2019	The Board approved the removal of one (1) High School ELA item and one (1) High School Science item.
August 24, 2022	The Board approved appointment of eleven (11) new committee members.

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 Board approved a review committee of thirty (30) individuals 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 parents, one public school or charter school 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 Board and the State Department of Education to revise or eliminate summative computer adaptive test

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

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 is recommending the removal of one (1) Grade 4 ELA/L item. The basis of this decision is detailed in the 2022 Assessment Review Committee Report in Attachment 1.

IMPACT

The recommendation from the 2022 review committee *does not* incur additional costs. However, the review itself cost a total of \$ 90,530.01. See Attachment 3.

ATTACHMENTS

Attachment 1 – 2022 Assessment Item Review Committee Report
Attachment 2 – 2022 Assessment Item Review Committee Presentation
Attachment 3 – 2022 Assessment Item Review Expenditure Report
Attachment 4 – Letter from a Committee Member
Attachment 5 – Assessment Item Review Committee Membership

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee is charged with reviewing “all summative computer adaptive test questions” for bias and sensitivity. The statutory requirement applies to all summative computer adaptive assessments administered at the state level. This includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process, the committee may make recommendations to the Board for removal of any test questions that the committee determines may be biased or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to, disability status, ethnic group, gender, regional background, native language or socioeconomic status.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year it is administered through the addition of new assessment items. As part of Idaho's participation in the consortium the state has access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015, 361 combined items were added; in 2016 798 items were added, and in 2017 1,051 items were added. The provided information indicates the committee reviewed 14,074 assessment items.

Assessment items are confidential and available for use by all states participating in the Smarter Balanced Assessment Consortium. Publicly disclosing the assessment item would compromise its validity for use by other states. To maintain the integrity of the assessment items, the specific item being requested

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

for removal must be requested from the Department by the individual Board members so they can provide the necessary information to review the confidential items.

BOARD ACTION

I move to approve the recommendation of the Assessment Review Committee to remove one (1) Grade 4 ELA/Literacy item from the 2023 item pool of the Idaho Standards Achievement Test.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to reject the recommendation from the Assessment Review Committee and retain all new items in the 2023 item pool of the Idaho Standards Achievement Tests.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION

Bias and Sensitivity Committee Report October 2022

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 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.

SECTION 2: FOUR ROUND REVIEW PROCESS

The Round 1 review process in 2022 was adjusted so each item was reviewed by one (1) committee member, chosen at random from the overall committee pool. Items that were “flagged” as displaying bias and sensitivity issues moved on to Round 2 for small group discussions and review.

In Round 2, committee members discussed the item(s) flagged in Round 1 in small groups and individually voted on the item(s). Items which were flagged by 50% or more of each small group

(3-4 participants) in Round 2 moved on to Round 3.

Round 3 consisted of an individual review and voted of each item that was flagged for displaying bias and sensitivity issues in Round 2. If a majority of the participants flagged an item in Round 3, that item moved to Round 4.

Round 4 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 for displaying bias and sensitivity issues in Round 3. After discussion, committee members individually voted anonymously if an item met bias and sensitivity criteria. Items for which a majority of the full committee voted an item does not meet bias and sensitivity criteria were 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 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 (BnS) Survey” in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, 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 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, then the panelist would select “No.” A “No” response from a committee member would require a comment.

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.

Finally, CAI created seven (7) groups of three (3) or four (4) committee members for Rounds 2 and 3 of the Bias and Sensitivity Review process. Each group included members from different professional backgrounds (Administrator, Parent, Teacher, Board Member, or Parent), and represented different Idaho regions.

SECTION 4: TRAINING

Committee members were trained to identify bias and sensitivity concerns in items annually. The “Idaho Bias & Sensitivity Review” PowerPoint presentation is included in Attachment 2. 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, 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 1).

Figure 1. Content Rater Interface

The screenshot displays the 'Content Rater' web application. On the left, the 'Item Rating Questions' panel includes a question '1: Is this item free from bias?' with 'Yes' and 'No' radio buttons, a 'General Comment' text area, and a '1500 characters remaining' indicator. On the right, the 'Item Overview' panel shows 'Item 8 in Batch B1 (ID: 19862 Type: Traditional)' and a 'Item Content Webpreview' of a document titled 'Theodore Wargynski' featuring an illustration of a person's head. Navigation buttons like 'Return to list', 'Previous Item', and 'Next Item' are visible at the top.

SECTION 5: 2022 SUMMARY OF COMMITTEE REVIEW

In October 2022, a total of 14,074 items were presented to the committee.

Table 1. Results of Round 1

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for round 2
ISAT ELA/Literacy	5642	5506	136
ISAT Mathematics	4119	4102	17
ISAT Science	618	592	26
IDAA ELA/Literacy	1683	1605	78
IDAA Mathematics	1374	1342	32
IDAA Science	638	621	17
TOTAL	14074	13768	306

Table 2 shows the average cumulative rating time (in seconds) per item for each ISAT and IDAA

subject area: ELA/L, Mathematics, and Science and the average amount of items reviewed by each participant for Round 1. The average cumulative rating time is the average amount of time each reviewer spent reviewing each item.

Table 2. Average Cumulative Rating Time and Items Reviewed by Each Participant for Round 1

Subject	Average Cumulative Rating Time (seconds) Per Item	Average Cumulative Items Reviewed Per Participant
ISAT ELA/Literacy	1.9	246
ISAT Mathematics	2.6	179
ISAT Science	11.7	27
IDAA ELA/Literacy	3.2	74
IDAA Mathematics	3.1	60
IDAA Science	4.2	28
TOTAL	6.1	612

In Round 2, the committee was asked to conduct a small group review on each item that was flagged from Round 1 and then individually vote on each of the flagged items. Prior to members being assigned batches of items to review, CAI 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 3.

Table 3. 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	136	105	31
ISAT MATHEMATICS	17	14	3
ISAT SCIENCE	26	20	6
IDAA ELA/Literacy	78	66	12
IDAA MATHEMATICS	32	30	2
IDAA SCIENCE	17	13	4
TOTAL	306	248	58

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 2/3 of all committee members after Round 2.

During Round 3, committee members individually voted on each item flagged for bias and sensitivity issues from Round 2. Any item receiving a majority vote from members in attendance in Round 3 were sent to Round 4. As detailed in Table 4, the committee found Bias

and Sensitivity concerns with one ISAT ELA/L item.

Table 4. Results of Round 3 Analysis

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 4 Review
ISAT ELA/Literacy	31	30	1
ISAT MATHEMATICS	3	3	0
ISAT SCIENCE	6	6	0
IDAA ELA/Literacy	12	12	0
IDAA MATHEMATICS	2	2	0
IDAA SCIENCE	4	13	0
TOTAL	58	57	1

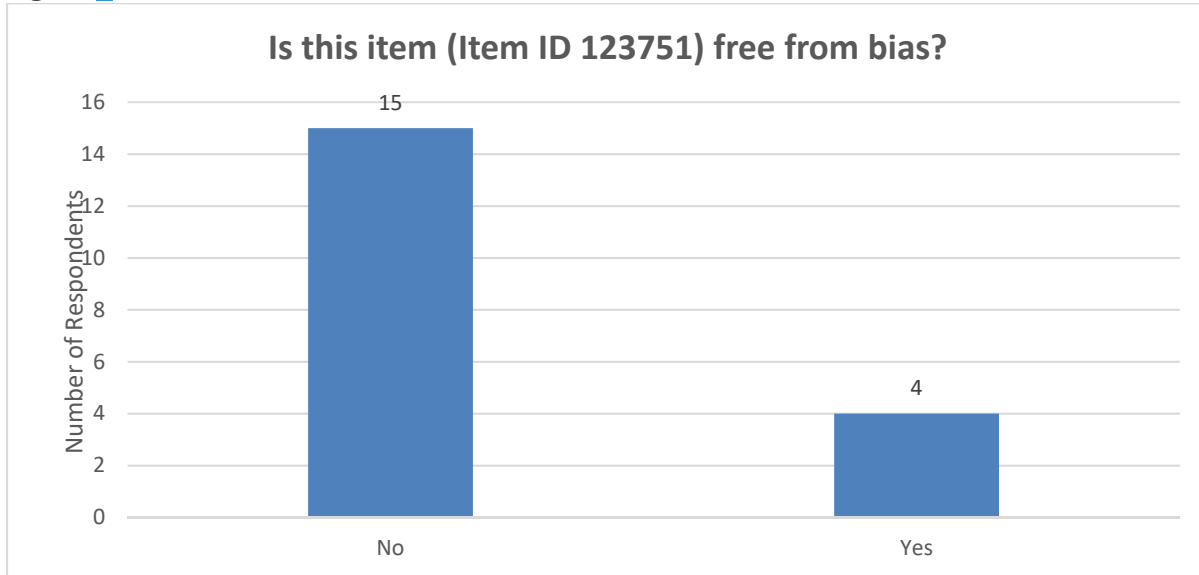
During Round 4, committee members convened a whole group discussion about the items flagged for bias and sensitivity issues from Round 3. After the discussion, the committee members individually voted on each remaining item. If an item received a majority vote for bias and sensitivity issues, the item will be considered “Rejected” by the committee and will go to the Idaho State Department and Board of Education for review. The only item that was Rejected by the Bias and Sensitivity Committee was an ISAT ELA/L item, Item ID: 123751.

Final Result

Of the 14074 items reviewed by the committee per Idaho Code § 33-134,

- One (1) Grade 4 ISAT ELA/L item was determined to not pass the Idaho Bias and Sensitivity guidelines.

Figure 23. Round 4 Results for ISAT ELA/L Item 123751



Implications of Excluding the Proposed Item

CAI has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the item identified by the 2022 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 has a separate item configuration for the online delivery of the ELA/L assessments. This requires an annual fee of \$57,000 to configure a unique item bank for Idaho. Exclusion of the items proposed by the 2022 Bias and Sensitivity Committee will not incur additional costs by the Idaho State Department of Education.

Item 123751 will be presented to the Idaho State Board of Education to decide if the item should be removed from the ISAT ELA/Literacy Assessment.

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



IDAHO | OCTOBER 10 – 14, 2022

FAIRNESS REVIEW STAKEHOLDER MEETING

Cambium Assessment, Inc. | Idaho Department of Education

Notice of Trademark: "Cambium Assessment, Inc." is a registered trademark. All other brand, product, or company names are trademarks or registered trademarks of their respective owners.





Assessment Item Review Committee

October 10-14, 2022

Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Welcome and Thank You



- Thank you for volunteering your time to participate in the 2022 Assessment Item Review Committee Meeting.



Assessment Item Review Committee | 3

Support Staff



- | | |
|-----------------|---------------------|
| • SDE Personnel | • Cambium Personnel |
| – Ayaka Nukui | – Cameron Benham |
| – Israel Silva | – Ayanna Releford |
| | – Ted Warzynski |



Assessment Item Review Committee | 4

Background



- Formed by the Idaho Legislature in 2014 through [Idaho Code 33-134](#).
- Last met in fall 2019.
- A total of 30 members from 6 regions from various background.



Assessment Item Review Committee | 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.



Assessment Item Review Committee | 6

Your Role



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



Assessment Item Review Committee | 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)
- Idaho Alternate Assessment (IDAA)
 - Grades 3-8, HS
 - English language arts, mathematics, science
 - Administered in March-May
 - For students with significant cognitive disabilities



Assessment Item Review Committee | 8

What's Next?



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



Questions?



Contact



Reimbursement

**Israel Silva | Administrative Assistant
Assessment & Accountability**
Idaho State Department of Education
208-332-6977 | isilva@sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Program

**Ayaka Nukui | Interim Director
Assessment & Accountability**
Idaho State Department of Education
208-332-6926 | anukui@sde.idaho.gov

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.

Agenda

Day 1 Meeting Agenda (October 10, 2022)

Times (MT)	Activity	Speaker(s)/Presenter(s)
8:00 – 8:30	Breakfast	
8:30 – 9:00	Check In	CAI Program Mngt. & SDE Staff
9:00 – 9:15	Welcome/Introductions/Overview	CAI Program Mngt. & SDE Staff
9:15 – 9:45	Item Review Training	Ted Warzynski
9:45 – 10:30	Individual Item Review: ISAT Science Round 1	
10:30 – 10:45	Break	
10:45 – 12:00	Individual Item Review: ISAT Science Round 1	
12:00 – 1:00	Working Lunch	
1:00 – 2:30	Individual Item Review: ISAT Science Round 1	
2:30 – 2:45	Break	
2:45 – 5:00	Facilitated Item Review: ISAT Science Round 2	Small Groups
5:00	Adjourn	

Day 2 Meeting Agenda (October 11, 2022)

Times (MT)	Activity	Speaker(s)/Presenter(s)
8:00 – 8:30	Breakfast	
8:30 – 9:00	Check In	CAI Program Mngt. & SDE Staff
9:00 – 10:30	Individual Item Review: IDAA ELA Round 1	
10:30 – 10:45	Break	
10:45 – 12:00	Facilitated Item Review: IDAA ELA Round 2	Small Groups
12:00 – 1:00	Working Lunch	
1:00 – 2:30	Individual Item Review: IDAA Math Round 1	
2:30 – 2:45	Break	
2:45 – 5:00	Facilitated Item Review: IDAA Math Round 2	Small Groups
5:00	Adjourn	

Day 3 Meeting Agenda (October 12, 2022)

Times (MT)	Activity	Speaker(s)/Presenter(s)
8:00 – 8:30	Breakfast	
8:30 – 9:00	Check In	CAI Program Mngt. & SDE Staff
9:00 – 10:30	Individual Item Review: IDAA Science Round 1	
10:30 – 10:45	Break	
10:45 – 12:00	Facilitated Item Review: IDAA Science Round 2	Small Groups
12:00 – 1:00	Working Lunch	
1:00 – 2:30	Individual Item Review: ISAT ELA Round 1	
2:30 – 2:45	Break	
2:45 – 5:00	Individual Item Review: ISAT ELA Round 1	
5:00	Adjourn	

Day 4 Meeting Agenda (October 13, 2022)

Times (MT)	Activity	Speaker(s)/Presenter(s)
8:00 – 8:30	Breakfast	
8:30 – 9:00	Check In	CAI Program Mngt. & SDE Staff
9:00 – 10:30	Individual Item Review: ISAT ELA Round 1	
10:30 – 10:45	Break	
10:45 – 12:00	Individual Item Review: ISAT ELA Round 1	
12:00 – 1:00	Working Lunch	
1:00 – 2:30	Individual Item Review: ISAT Math Round 1	
2:30 – 2:45	Break	
2:45 – 5:00	Facilitated Item Review: ISAT Math Round 1	
5:00	Adjourn	



13

Agenda

Day 5 Meeting Agenda (October 14, 2022)

Times (MT)	Activity	Speaker(s)/Presenter(s)
8:00 – 8:30	Breakfast	
8:30 – 9:00	Check In	CAI Program Mngt. & SDE Staff
9:00 – 10:30	Facilitated Item Review: ISAT ELA Round 2	Small Groups
10:30 – 10:45	Break	
10:45 – 12:00	Facilitated Item Review: ISAT ELA Round 2	Small Groups
12:00 – 1:00	Working Lunch	
1:00 – 2:30	Facilitated Item Review: ISAT Math Round 2	Small Groups
2:30 – 2:45	Break	
2:45 – 4:30	Facilitated Item Review: ISAT Math Round 2	Small Groups
4:30 – 5:00	Closing Statements	CAI Program Mngt. & SDE Staff
5:00	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 Stakeholder Review (Fairness)**
- Operational Use



16

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 sensitive to student and community beliefs and experiences.

- 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?



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)



25

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



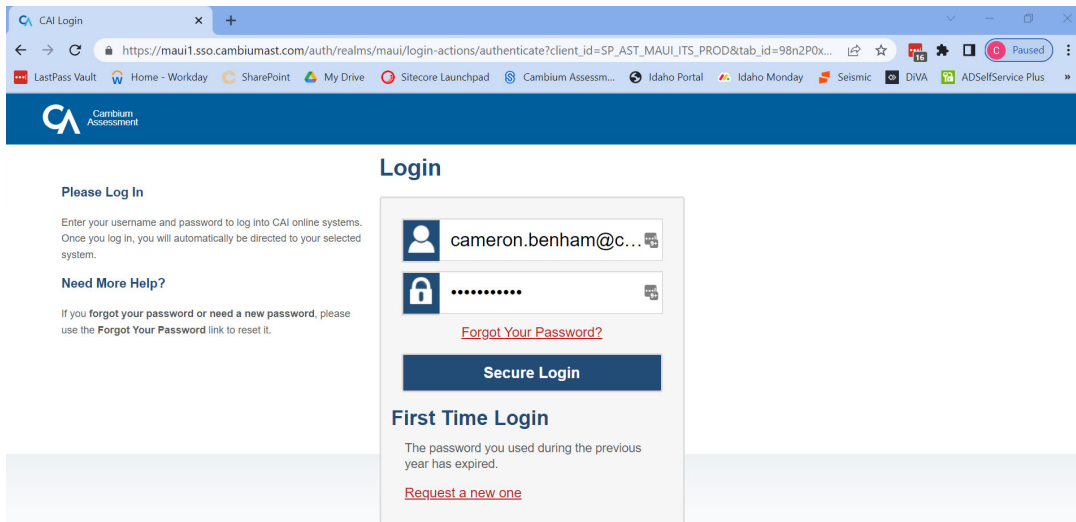
Questions?



Accessing Content Rater



Accessing Content Rater



The screenshot shows a web browser window with the URL https://maui1.sso.cambiumast.com/auth/realms/maui/login-actions/authenticate?client_id=SP_AST_MAU1_ITS_PROD&tab_id=98n2P0x.... The page features the Cambium Assessment logo and a "Login" section. On the left, there is a "Please Log In" instruction and a "Need More Help?" link. The main login form includes a username field with the value "cameron.benham@c...", a password field with masked characters, a "Forgot Your Password?" link, and a "Secure Login" button. Below the login form, there is a "First Time Login" section with a message about an expired password and a "Request a new one" link.



Accessing Content Rater


Item Tracking System
User: cameron.benham@cambiumassessment.com
Manage Account
Logout

Item Tracking System

Please select an item bank:

---Please Select---

Search...

---Please Select---

242 - IAT Sandbox

20221 - Idaho Alternate Assessment

10006 - Idaho Assessment

10200 - SBAC Field Test IAT

If you have any questions, please email itembankhelpdesk@cambiumassessment.com
Copyright © 2022 Cambium Assessment, Inc. All rights reserved.



Accessing Content Rater

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: 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?



2022 BIAS AND SENSITIVITY MEETING COSTS

Type of Cost	Cost incurred
Est. Total Sub Reimbursement	\$700.00
Est. Total Travel Costs	\$5,829.52
Est. Total Per Diem Dinner Costs	\$2,609.39
<u>Est. Total Travel Reimbursement</u>	<u>\$9,138.91</u>
Total Room Costs	\$11,907.00
Total catering Costs	\$3,484.11
Total Meeting Room Costs	\$2,000.00
<u>Total Hotel Costs</u>	<u>\$17,391.11</u>
<u>Contract Cost from Cambium</u>	<u>\$64,000.00</u>
<u>Est. Total Meeting Costs</u>	<u>\$90,530.01</u>

Note. Travel reimbursement is an estimate as of Nov 9, 2022, as the participants are still sending in the travel reimbursement forms.

Documentation of safe guards must be reviewed available by review

Timothy Hunt, Ph. D.
Consulting Services for Non-Profit Organizations
8674 N. Maple Street Hayden, Idaho 83835
thunt3@Frontier.com 208-772-2541

In Idaho, we worry about a lot of things—water rights, land use, health care and so on. I am not sure that worry is appropriate but certainly concern and interest are important. Add to that list education—we worry a lot about education.

Years ago, I answered a news story in the Coeur d'Alene PRESS seeking volunteers for a group formulated by the Idaho Department of Education (IDOE), as authorized by the Legislature, called the Bias and Sensitivity Committee. Composed of five people from each of Idaho's six education regions—parents, teachers, administrators, and school board members—the Committee was charged with examining standardized questions administered to Idaho students, elementary school to twelfth grade. Though I spent my career in education as a college professor and administrator that experience did not count because it was not in the public schools—I am a founding member since 2015, as a parent and grandparent. This year, twenty-two of us gathered in Boise for a week in October to read and evaluate about 8000 questions. It was simply not possible to locate thirty people who could be away from home and work for a week. Our charge was simple--the same as it has been every year--to root out questions that might be biased or insensitive to Idaho students. In the first year the Committee numbered 84 because there were 36,000 questions to be evaluated. Each question is read by three people. If two object to a question, it is referred to a different group. That rule is unchanged.

The program is administered by the Department of Education Assessment and Accountability Department and a contractor hired by the State, Cambium Assessment, a division of Cambium Learning Group. Both were ably represented in Boise for our annual meeting—well, annual except for two years of Covid. As an original Committee member I was happy to see some familiar faces from around the State and to meet some people who were there for the first or second time. A more cheerful, hard-working, interested, and intelligent lot would be hard to imagine. For whatever reasons, there were three or four males and a lot of women who work in special education; I was told their schedules are more flexible than those of classroom teachers. We worked from 9-5 on Monday and Tuesday; since we were more efficient than anticipated we had a shorter day on Wednesday and an even shorter day on Thursday. A veteran of many scheduling projects, I empathize with those who had to guess how long it would take 22 folks to read 8000 questions. I remember many years ago trying to figure how many parts a punch press operator could produce in eight hours. It was a comedy of errors. Anyway, we finished a day early in Boise and most of us left on Thursday.

Questions on our standardized tests are written by teachers; they then go to Cambium for editorial changes; they then come back to the IDOE for further editing, then back to Cambium and, finally, to the Bias and Sensitivity Committee for final evaluation.

Security is tight, as you might well imagine; no one wants for those questions to leak because they would be useless if that happened.

Idaho is part of a consortium, Smarter Balanced, for testing and other purposes. It comprises thirteen states, the US Virgin Islands, and the Bureau of Indian Affairs. Producing all of those tests and all of those questions would be extremely expensive and time consuming if each state had to do so on its own. But, of course, as soon as we contract out our tests to a company like Cambium many questions arise. In Idaho, I think, the primary question would be: Are these tests in the hands of liberals in Washington, DC, who are seeking to indoctrinate our children?

I can only say this. I wish I had been on this Committee prior to my forty some years in higher education because Cambium and the teachers it employs to write questions do a far, far better job than I ever did and I was pretty good at testing. I am not sure how many of the 8000 questions I read but probably about a thousand, give or take. Out of the lot, I discovered three or four that I thought could benefit from rewriting and I was given the opportunity to express those misgivings in writing; I am sure they will be addressed and corrected. As for the Committee's work, I signed a confidentiality agreement so will be vague—we found very few questions that bothered us and I doubt whether other citizens, liberal or conservative, would disagree if had they been in that room with us. The questions test knowledge and abilities that nearly all of us would agree are useful and essential.

And so, hats off to the IDOE! The citizenry of Idaho can rest assured that Assessment in this State is fair, comprehensive, and worthwhile. There are no political leanings, left or right. I learned things from reading those questions about fish in the ocean, baking a

pie and how to figure how many tiles one foot by one foot it takes to cover a bathroom wall. Gosh, that Committee is worth the effort and lots of fun! We have begun, by the way, to recruit for next year's committee. It is not exactly a vacation in Boise (it is always too cold for the outdoor swimming pool) but I always return with a feeling of accomplishment.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 21, 2022**

ATTACHEMENT 5

Assessment Item Review Committee Membership

REGION	ROLE	FIRST	LAST
1	Parent	Timothy	Hunt
1	Parent	David	Brinkman
1	Teacher	Neko	Wells
1	Administrator	kelly	Leighton
1	School Board Member	Michelle	Lippert
2	Parent	Joyce	McFarland
2	Parent	Angel	Sobotta
2	Teacher	Bill	Hayne
2	Administrator	James	Doramus
2	School Board Member	Leslie	Baker
3	Parent	Tanya	Koyle
3	Parent	Wendy	Nielson
3	Teacher	Kim	Arrasmith
3	Administrator	Nicole	Kristensen
3	School Board Member	Joyce	Thomas
4	Parent	Kathy	Millar
4	Parent	Darlene	MatsonDyer
4	Teacher	Sasha	Anderson
4	Administrator	Maria	Garcia
4	School Board Member	Bryan	Whitmarsh
5	Parent	Shelly	Humphreys
5	Parent	Raini	Hayden
5	Teacher	Teresa	Jackman
5	Administrator	Carmelita	Benitez
5	School Board Member	Hillary	Radcliffe
6	Parent	Tara	Ruth
6	Parent	Laura	Wallis
6	Teacher	Bonnie	Warne
6	Administrator	Chad	Angell
6	School Board Member	Karen	Pyron