

Draft IDAA Policy Performance Level Descriptors (PLDs)

Proposed November 2020

INTRODUCTION AND BACKGROUND

Idaho public school students, including students with disabilities, are expected to participate in the comprehensive assessment program. Students with disabilities may participate in the comprehensive assessment program in one of three ways:

1. Idaho Standards Achievement Test (ISAT) without accommodations;
2. ISAT with accommodations, as outlined on a student's Individualized Education Program (IEP) or 504 Plan; or
3. Idaho Alternate Assessment (IDAA), for students with the most significant cognitive impairments who meet the [IDAA participation criteria](#), representing about 1% of the total student population.

The ISAT assesses student achievement on the *Idaho Content Standards* in English/Language Arts (ELA), mathematics, and science. The IDAA assesses student achievement on the *Idaho Extended Content Standards* in each content area. The *Idaho Extended Content Standards* are aligned with the grade-level *Idaho Content Standards*, but have been reduced in depth and complexity so to be appropriate for students with the most significant cognitive impairments.

SETTING STANDARDS

In spring 2021, Idaho will administer the new IDAA in ELA and mathematics as an operational field test to qualifying students in grades 3 – 8 and 10. Before student scores can be reported on the new IDAAs, the Idaho State Department of Education (SDE) must convene standard setting workshops to determine scores for four performance levels: Level 4 – Advanced, Level 3 – Proficient, Level 2 – Basic, and Level 1 – Below Basic. Idaho special educators and content area experts will participate in standard setting workshops. Staff with Cambium Assessment, Inc., Idaho's test vendor, will facilitate the standard setting workshops, while SDE staff will attend, observe, and support the work.

Two essential elements of the standard setting process are 1) developing *policy* performance level descriptors (PLDs) and 2) developing *range* PLDs. Policy PLDs provide a brief description of the policy goals that are consistent across all grade-levels and content areas for each performance level on the assessment. Range PLDs describe what students should know and be able to do across the full range of each performance level specific to each grade level and content area. Policy PLDs are developed early in the standard setting process, while range PLDs are drafted before standard setting workshops begin and are finalized by the panelists on the first day of the standard setting workshops. Policy PLDs may be refined during the standard setting workshops, as well.

PREPARING FOR STANDARD SETTING WORKSHOPS

The steps and a tentative general timeline for preparing the IDAA ELA and math standard setting workshops are outlined in Table 1.

Table 1: Preparing for Standard Setting Workshops – Steps and General Timeline

Timeline	Steps to Prepare for Standard Setting Workshops
Fall 2020	SDE staff draft IDAA policy PLDs SDE staff seek feedback from the field about the draft IDAA policy PLDs
Winter 2021	Cambium Assessment, Inc. staff draft range PLDs SDE staff review draft range PLDs
Spring 2021	IDAA ELA and mathematics operational field test administration
Summer 2021	IDAA ELA and mathematics standard setting workshops

Draft Policy PLDs

The draft IDAA policy PLDs, outlined in Table 2, are general statements about the knowledge, skills, and understanding that students with the most significant cognitive impairments will demonstrate on the IDAA in ELA and math. They articulate the policy goals for each performance level on the IDAA in ELA and mathematics and are used across all grade-levels and content areas assessed on the IDAA. These draft IDAA policy PLDs are subject to revision during IDAA standard setting workshops in summer 2021.

Table 2: Working Draft Policy PLDs

Level	Level Descriptor	Draft Policy PLDs
4	Advanced	The student demonstrates thorough knowledge, skills, and understanding related to grade-level academic content in the <i>Idaho Extended Content Standards</i> .
3	Proficient	The student demonstrates adequate knowledge, skills, and understanding related to grade-level academic content in the <i>Idaho Extended Content Standards</i> .
2	Basic	The student demonstrates partial or inconsistent knowledge, skills, and understanding related to grade-level academic content in the <i>Idaho Extended Content Standards</i> .
1	Below Basic	The student demonstrates minimal knowledge, skills, and understanding related to grade-level academic content in the <i>Idaho Extended Content Standards</i> .

FEEDBACK ON DRAFT IDAA POLICY PLDS

Please share your feedback on the *Draft IDAA Policy PLDs* by completing the [online Draft IDAA Policy PLDs Feedback Survey](#) by **Sunday, November 29, 2020**. If you have questions regarding the *Draft IDAA Policy PLDs* or the feedback survey, please contact [Karren Streagle by email](#) or phone (208-332-6824).

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