

USER GUIDE

LEA Guide to Assessment Monitoring



IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

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INTRODUCTION

The Idaho Department of Education (the Department) is dedicated to meeting the requirements of the Elementary and Secondary Education Act (ESEA) and its reauthorization, the Every Student Succeeds Act (ESSA). The Idaho Comprehensive Assessment Program aims to ensure educational excellence and equity, preparing students for college and career success. The Department partners with local education agencies (LEAs) to inform and monitor the implementation of statewide assessments. This guide outlines the formal assessment monitoring process, detailing the actions required by the Department and LEAs to maintain assessment systems that are secure, valid, reliable, and useful.

The monitoring process is collaborative, aiming to improve educational outcomes through feedback and technical assistance. It highlights areas of excellence and identifies opportunities for improvement in assessment practices.

Idaho Comprehensive Assessment Program

The program includes the following assessments, observed annually.

- Idaho Standards Achievement Test (ISAT)
- Idaho Alternate Assessment (IDAA)
- Idaho Reading Indicator (IRI)
- Idaho English Language Proficiency Assessment (ELPA/ACCESS)
- The National Assessment of Educational Progress (NAEP) (*Observed separately under NAEP protocol*)

ASSESSMENT MONITORING GOALS

The primary goal of the Assessment and Accountability Department is to help Idaho's Local Education Agencies (LEAs) deliver required assessments with the highest reliability and validity. Department staff focus on building relationships, asking questions, and encouraging LEAs to view monitoring as a collaborative, non-punitive process that benefits students and schools.

The Assessment and Accountability Department monitors all Idaho LEAs on a six-year cycle.

The purpose of this process is to:

- Build collaborative relationships that improve educational outcomes
- Ensure integrity and consistency in Idaho's Comprehensive Assessment Program
- Gather feedback to strengthen local and state testing procedures

During monitoring visits, the Department evaluates:

- How LEAs protect test material security
- How LEAs standardize assessment administration
- How LEAs provide required supports and accommodations for students with IEPs, 504 plans, or English Learner Plans
- Common misconceptions or gaps in understanding in LEAs
- The efficacy of the Department’s guidance for test administration
- Opportunities for improvement in materials and offerings by the Department

ASSESSMENT MONITORING CYCLE

All LEAs are monitored within a six-year cycle, with additional targeted monitoring for unique testing situations or irregularities. Unique testing situations include, but are not limited to:

- an LEA has been determined, through a prior school year’s Assessment Monitoring Process, to receive re-monitoring in the following school year;
- an LEA’s first year administering a new assessment;
- a history of observed or reported test irregularities (breach, test fraud, technology issues or test theft);
- the lack of providing or inappropriate assignment of assessment supports or accommodations;
- observations of statistical anomalies that show a significant increase or decrease in LEA test scores or participation;
- the level of experience a District Test Coordinator (DTC) has administering an assessment;
- inappropriate test administration as reported to or observed by the Department and/or;
- other indicators as determined by Department staff.

ASSESSMENT MONITORING PROCESS

The following steps outline the activities for assessment observations.

1. **LEAs Identified for Monitoring:** LEAs are observed within a six-year cycle, with additional LEAs selected based on specific criteria outlined above.
2. **Initial Communication:** An initial email is sent to the LEA’s superintendent and DTC, prompting DTCs to review the Assessment Observation Checklist and provide testing schedules.
3. **On-Site Observation Scheduled:** Based on the LEA’s testing window, an on-site observation is scheduled, including a debrief meeting with the DTC.

4. On-Site Assessment Observation and Debrief Interview:

- Department staff complete the Assessment Observation Checklist for each observed session, indicating the implementation status of each objective.
- Department staff may complete the checklist digitally or by hand.
- Department staff conduct an interview with the DTC and other LEA staff to discuss findings and review checklist questions.

5. LEA Follow-Up Communication:

- Follow-up communication is sent to the DTC and Superintendent, referencing strengths and opportunities for growth noted from the assessment observation, and providing relevant resources.
- A completed copy of the checklist is included with the follow-up communication.
- In some cases, the Department may request a corrective action plan to address monitoring findings. If so, a member of the A&A team will work closely with the DTC.

6. Archiving:

- After the observation, Department staff finalize, organize, and archive all documents.
- Documents, including notes and the Assessment Observation Checklist, are available to LEAs upon request.

QUESTIONS?

LEAs that have been selected for Assessment Monitoring should communicate with their assigned Assessment Coordinator for questions and clarifications on the Assessment Monitoring Process. General inquiries should be sent to assessments@sde.idaho.gov.

APPENDIX A: ASSESSMENT OBSERVATION CHECKLIST

Purpose

During on-site observations, Department staff use the Assessment Observation Checklist to verify that required procedures—before, during, and after testing—are being followed. Ensuring these actions are implemented at the LEA level supports valid and reliable student results.

LEAs are encouraged to use this checklist to ensure Test Administrators follow standardized procedures for all state assessments

Method

School Name:	Observation Date:
Assessment:	Assessment Domain:
LEA Assessment Coordinator:	Test Administrator Name:

Note: Not all activities and procedures are applicable for each assessment.

Indicators

- **F:** Fully Implemented
- **P:** Partially Implemented
- **N:** Not Implemented
- **N/O:** Not Observed
- **NA:** Not Applicable

Before Test Administration

Objective	Implementation
Test Security	
Test security agreements have been signed by TAs and support staff.	
Test materials are stored in a locked, limited access location and are transported in a secure manner from storage to assessment location.	
Test Training	
TAs have been trained/certified to administer the assessment.	
Security training has been administered to all involved with the assessment.	
Test Environment	
Classroom instructional material including content specific posters, graphic organizers, and other visual aids are covered up.	
Testing location adheres to the specific specifications (number of students, test station configurations) outline/paper in the Test Administration Manual.	

Signs indicating student testing is in progress are posted at test location entrances (i.e. Testing in Progress - Do Not Disturb).	
TA materials have been prepared prior to test facilitation. Materials may include: TA scripts, computer, CD(s), student rosters, test tickets, clock, etc.	
Test Materials and Accommodations	
Student materials have been prepared prior to test facilitation. Materials may include: testing devices, student response booklets, scratch paper, pencils, headsets, microphones, headphones, etc.	
Embedded and non-embedded accessibility features have been identified and assigned to individual students with a documented need.	

During Test Administration

Objective	Implementation
Preparing Students to Test	
TA assists students in finding their seats either verbally or using a seating chart.	
Instructions/Directions are explicitly given to students on the type, duration, and purpose of the testing session via the Test Administration Script if applicable.	
TA reads the correct script verbatim as applicable.	
Students are afforded the opportunity to clarify instructions/directions for the test session.	
Cellular/Electronic devices are turned off and not in students' testing spaces.	
Students know what to do after testing is completed.	
Instructions are explicitly given to the students on how test material will be collected.	
TA verifies appropriate accommodations are available to students per LEA communication plan.	
Active Test Administration	
TA exhibits professional and unobtrusive behavior throughout the test session.	
TA begins the session on time and affords students with the designated amount of test time.	
TA reads the correct script verbatim as applicable.	
TA or Observer handles difficult/disruptive behavior in an efficient and appropriate manner.	
TA answers cognitive questions about test items by providing standard responses; did not help students respond to items.	
TA or Observer monitors student progress by walking around the room and verifies students are working in correct sections.	

TA monitors student progress on a test administration device via test administrative portal (Test Administration site, WIDA AMS, College Board, I-Station, etc.).	
TA or Observer observes students with disabilities or ELs engaging or utilizing accessibility features.	
Concluding Test	
TA verifies students have fully completed the test session in its entirety.	
TA makes note of students who have not fully completed the test session, and records the test item number and test time duration as necessary.	
Instructions are explicitly given to the students on how test material will be collected.	

After Test Administration

Objective	Implementation
Test Materials	
TA accounts for all student response booklets and other secure materials (i.e. scratch paper, CDs, Braille resources, technology devices that have student responses, etc.) before dismissing students.	
TA verifies students have finished/logged out of testing session before releasing the students.	
Test administrator organizes test materials prior to checking them back into the secure test material location: test tickets, ancillary materials, scratch paper, tactile universal tools, accommodations, etc.	
TA ensures additional sessions are scheduled for students requiring additional time.	
TA documents absent students who require a make-up test session.	