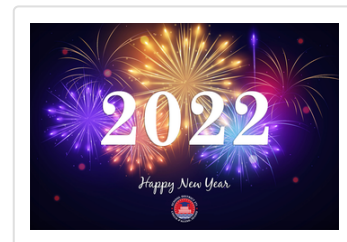


# Talkin' Testing

Assessments & System Performance | January, 2022

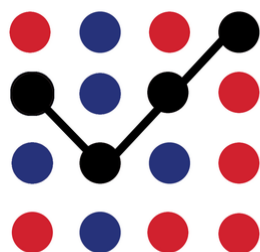
## Don't Drop the Ball - Winter Interim Assessment Window Open



Our winter assessment window is now open through the end of the month (Monday, January 31st) for:

- Civics assessment for students grades 07-12;
- Illuminate Fastbridge reading for grades 06-12 and mathematics for high school;
- i-Ready mathematics for grades KG-08 (excluding high school courses); and
- IStation reading for grades KG-05.

Assessment completion will be regularly updated [on our completion scorecard](#) and we will provide printed reports to buildings once our window closes with estimated delivery around the second week of February.



## WINTER WINDOW

**JANUARY 3-31, 2022**

**CIVICS EXAM - STUDENTS IN GRADE 07 AND HIGHER**  
**ILLUMINATE FASTBRIDGE - SECONDARY READING AND MATH**  
**I-READY MATH DIAGNOSTIC - GRADES KG-05**  
**ISTATION GROWTH MONITORING - GRADE KG-05 READING**



## It's Auld Lang Time for Our Elementary Report Cards

For our teachers and learners in grades KG-05, it's almost time to prepare your elementary report cards. As of this message, teachers should have received:

- a copy of the teacher standards-based grading handbook; and
- copies of the parent/guardian standards-based grading guidebook.

Electronic copies of both documents can be found on MyCDASchools > Assessments > [Standards-based Grading](#).

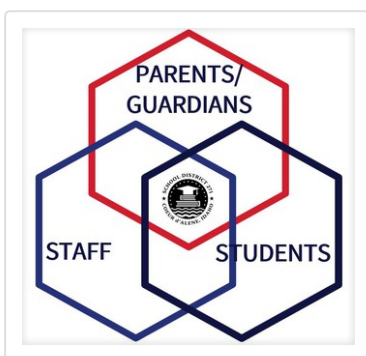
Instructions inside the teacher handbook (page 10) will also assist you with entering grades into Skyward and generating reports that can be printed for your students. Please make sure that a copy of the parent guidebook is with each report card - it can be tucked inside easily.

## Toast to a Remote ISAT Interim/Summative

We recognize that our teachers need access to high-quality, accessible, and flexible resources to support their students while teaching remotely and while their students are learning outside of the traditional classroom. We are fortunate, however, that there are several quality assessments and instructional supports that can be [delivered directly to students while at home](#).



Additionally, we will have the flexibility to allow students to take their assigned (interim or summative ISAT) on a case-by-case basis. These exams will be able to be administered during a window established by the test administrator.



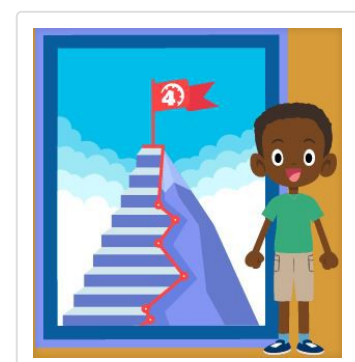
## Countdown - Engagement Surveys Launching Soon

Each year our parents, staff, and faculty provide feedback on how engaged they are in our district's work. These surveys, [required by our in our statewide accountability framework](#) and administered anonymously, provide great feedback on where we should place our instructional emphases, how we involve students in their work, and how we all are feeling academically, socially, and emotionally.

Our statewide window for participation is February 14-March 31st. Individual links will be provided at the end of the month.

## Pop the Cork! Ideas for Celebrating Student Growth

This continues to be times that are unique - you're navigating new learning contexts, and students have shown great resilience, navigating schedule and staffing changes, technology challenges, and positive work habits. The work you're doing can be challenging, but our goals haven't changed. We must engage



A vertical photograph showing a night scene of a city skyline with lights reflecting on water, viewed through a dark, narrow opening. The image is oriented vertically, with the city lights at the bottom and the dark opening at the top. The city lights are colorful and blurred, suggesting a long exposure. The water reflects the lights, creating a shimmering effect. The dark opening at the top is a deep blue or black, providing a stark contrast to the bright city lights below.

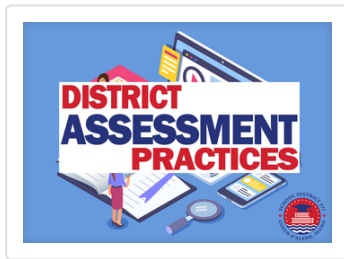
A vertical strip of a fireworks display over water at night. The image shows a large, vibrant firework exploding in the sky, with streaks of light and sparks falling. Below the fireworks, the dark water of a lake or river is visible, reflecting some of the light. In the foreground, the silhouettes of several people are seen, looking up at the display. The overall scene is festive and celebratory.

## Midnight Drive? - Mailing City of District Employees

Also, a reminder to all staff who may still be using an older mailing address (*or driving to work daily from Anchorage, AK!*), please log into your Skyward > Educator Access portal to update or contact our Human Resources department with your correct information.

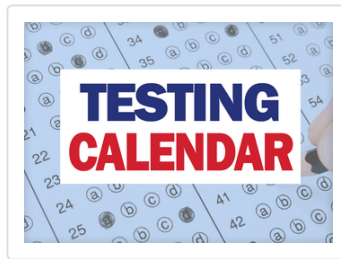






## Our Practices

How do we ensure students are meeting learning objectives? Our [practices are summarized](#) in this document.



## Testing Calendar

When are ISATS? When will results be sent to parents/guardians? You can find it all in our [real-time testing calendar](#).



## Bill of Rights

Assessment is an integral part of the teaching and learning process and [students should be involved](#) in these practices.

## Cheers to Setting Student Growth Goals with Our Interim Assessments

As our student's first growth scores come in for our common formative assessments, it's important to identify how they are progressing to meeting end-of-year goals. Each of our student reports include national/state/local percentiles which compare our performance against a larger sample and they are regularly updated on your dashboard or support sites:

	READING	WRITING	MATH	BEHAVIOR
AUGUST				
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				

"Choosing a goal and sticking to it changes everything."  
- Scott's Reed

- **i-Ready mathematics** - The [i-Ready score placement tables](#) provide the tier goals for mathematics overall and each mathematical domain (algebra and algebraic thinking, geometry...);
- **Illuminate Fastbridge** - On your Fastbridge dashboard, click on "Training and Resources" and "[Benchmarks and Norms](#)." You'll be able to choose aMath or aReading and your grade level(s). When clicking submit, you'll be able to see the benchmarks (tier goals) or norms (percentiles) down the page.
- **IStation reading** - They are on IStation > Toolbox (on menu bar) > [Instructional Tier Goals](#). If you teach in grades KG-03, you'll choose IStation ISIP Early Reading where grades 04-05 will use ISIP Advanced Reading. When you click "display," you'll see the chart which has overall goals in the first tab and subtest scores in the subsequent tabs:

## ¡Feliz Año Nuevo! - WIDA ACCESS Beginning for ELL Students

Did you know that there are over 15 languages spoken by students in our district, including English? Several of our students are still in the process of acquiring English as a second language.

Language Domain	Proficiency Level	Scale Score
Listening	Level 1	100
Reading	Level 1	100
Writing	Level 1	100
Speaking	Level 1	100

led by Ruth Hawley and Lydia Molinari. Students receive services at their schools and are assessed annually on the WIDA assessment, which will be administered January 24th - March 4th.

On these exams, students speaking, listening, writing, and reading are individually measured against national norms and based on growth from the fall. If you'd like to take a deeper look at WIDA, you can [take the demo assessment](#) and see how your skills measure up!

## Make a Resolution to Select Quality Assessment Items

"We assess for two reasons: (1) to gather evidence to inform instructional decisions and (2) to encourage students to try to learn" (Stiggins, 2008, p. 3). But, when you plan to assess, what method is best?

Stiggins argues that it is very important to offer multiple modes of assessment based on what is being assessed and the type of learner being assessed. Your chosen mode of assessment (multiple-choice, performance assessment, conferring...) should match the intended learning target in order to have an accurate assessment of student learning. The chart below demonstrates the ability for each type of assessment to be beneficial in different types of assessments and it's always possible to employ a hybrid approach to learn about student abilities and use the results for further instruction.

Target to Be Assessed	Assessment Method			
	Selected response	Extended Written Response	Performance Assessment	Personal Communication
<b>Knowledge Mastery</b>	Good match for assessing mastery of elements of knowledge.	Good match for tapping understanding of relationships among elements of knowledge.	Not a good match—too time consuming to cover everything.	Can ask questions, evaluate answers and infer mastery—but a time-consuming option.
<b>Reasoning Proficiency</b>	Good match only for assessing understanding of some patterns of reasoning.	Written descriptions of complex problem solutions can provide a window into reasoning proficiency.	Can watch students solve some problems and infer reasoning proficiency.	Can ask student to "think aloud" or can ask followup questions to probe reasoning.
<b>Skills</b>	Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.		Good match. Can observe and evaluate skills as they are being performed.	Strong match when skill is oral communication proficiency; not a good match otherwise.
<b>Ability to Create Products</b>	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of products themselves.	Strong match when the product is written. Not a good match when the product is not written.	Good match. Can assess the attributes of the product itself.	Not a good match.

Source: Adapted from *Student-Involvement Assessment for Learning*, 4th ed. (p. 69), by R. J. Stiggins, 2005. Upper Saddle River, NJ: Merrill/Prentice Hall. Copyright ©2005 by Pearson Education, Inc. Adapted by permission of Pearson Education, Inc.

# No Procrastination - Enter Assessment Accommodations

Students may not be thinking about ISAT and the SAT, but it's important for us to prepare so that they can do their very best work.



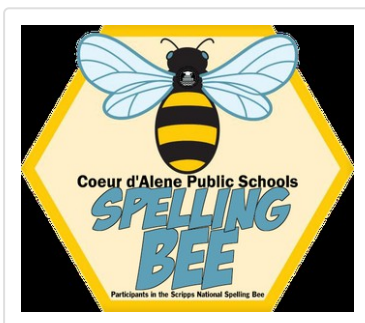
For students who qualify for assessment accommodations for either assessment, deadlines are approaching to ensure that materials can be properly ordered or settings can be adjusted.

## SAT from the College Board

Accommodation requests must be entered into the [CollegeBoard's Students with Disabilities Services portal](#) on/before February 22nd.

## ISAT (English language arts/literacy, mathematics, and science)

If you have a student who would benefit from an accommodation on ELA/math (grades 03-08, and 10) and/or science (grades 05, 08, 11), these should be entered into Skyward's ISAT accommodations module before the end of the day on February 11th. This will allow ample time for students to practice those accommodations on an interim assessment as each reacts differently to a student's needs. A copy of the [accommodation crosswalk](#) should be presented to the office staff to ensure proper coding.



## C-O-N-F-E-T-T-I: District Spelling Bee Next Week!

Coeur d'Alene Public Schools is pleased to welcome North Idaho's best spellers to the District Spelling Bee on Wednesday, January 26th at the Best Western Plus Coeur d'Alene Inn located at 506 W Appleway Avenue Coeur d'Alene.

Middle school grade-level (grades 06-08) representatives will participate at 5:00PM with elementary (grades 03-05) will begin at 6:00PM.

Our district's winners will then advance to the regional spelling bee in February at North Idaho College for one of two registrations to the Scripps National Spelling Bee in Washington, D.C. in June.



## INTERIM ASSESSMENTS AT A GLANCE

### Interim Comprehensive Assessments

Assess the full range of targets as the summative.

Examples:

- Grade 3 ELA
- Grade 3 Math



### Current Interim Assessment Blocks

Assess 1–8 targets in math and ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts
- Grade 3 Math, Operations and Algebraic Thinking



### Focused Interim Assessment Blocks

Assess 1–3 targets in math and ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts: Text Analysis
- Grade 3 Math: Multiply and Divide Within 100



## Turn a New Leaf by Incorporating Interim Assessments

As students prepare for the ISAT by Smarter Balanced in the spring, now is the perfect time to incorporate small interim assessments into lessons. There are multiple "right-sized" assessments that are auto-graded, provide feedback to both students and teachers, and model the complexities of the summative exam because they are from the actual question bank. Plus, they can be administered remotely or in the classroom easily.

**Interim Comprehensive Assessments (ICAs)** measure similar content to the summative assessment and may be helpful for determining the knowledge and skills of students who are new to the district or the state. ICAs can also provide information about students' knowledge and skills after a significant period of instruction.

**Interim Assessment Blocks (IABs)** are intended to provide educators and students the ability to check where they are at that moment in time, and educators can use results to determine next steps for instruction. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently with the sequence of their curricula.

**Focused IABs** assess no more than three assessment targets to provide educators with a more detailed understanding of student learning. Each IAB and Focused IAB is associated with a Connections Playlist that supports teachers in determining instructional next steps to help students based on their performance on the assessment with links to instructional resources in the Tools for Teachers support site.



## Contact Us

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Our team is very willing to support you at any time. Reach out as you may need support.

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