

INSTRUCTION

2710

Alternative Mechanism to the Idaho Standards Achievement Tests (Multiple Factor Route)

The Board hereby authorizes and directs the Superintendent to implement an alternative mechanism to the Idaho Standards Achievement Test (ISAT) to give qualified students an opportunity to demonstrate proficiency in the achievement standards set by the State Board of Education. The alternative mechanism will use a qualifying score of 300 based on the following factors*.

A graduation team consisting of an administrator, an ISAT content area teacher, the student, and their parent/guardian) will determine what alternative testing will be administered at the beginning of the second semester of the student’s senior year.

The graduation team will develop a portfolio or performance rubric. The rubric and implementation of the rubric will be completed at the beginning of the senior’s second semester. The rubric to measure the portfolio/performance will be aligned to the 10th grade State Standards unless the student’s IEP requires otherwise.

FACTOR	POINT VALUE
Grade Point Average:	20 max
3.5-4.0	20
3.0-3.49	15
2.0-2.99	10
Individually-Targeted Course Grades, Senior Math	15
A	15
B	10
C	5
Individually-Targeted Course Grades, Work Study	15
A	15
B	10
C	5
Assessments:	300 max
ISAT Reading (proficient) or Assessment that is comparable to the ISAT Reading, but from a state other than Idaho—Compass score of 76, ACT score of 14, SAT score proficient for entrance into college, ASVAB proficient for entrance into the military	100

<p>ISAT Math (proficient)</p> <p>or</p> <p>Assessment that is comparable to the ISAT Math, but from a state other than Idaho—Compass score of 42, ACT score of 19, SAT score proficient for entrance into college, ASVAB proficient for entrance into the military</p>	<p>100</p>
<p>ISAT Language (proficient)</p> <p>or</p> <p>Assessment that is comparable to the ISAT Language, but from a state other than Idaho—Compass score of 68, ACT score of 18, SAT score proficient for entrance into college, ASVAB proficient for entrance into the military</p>	<p>100</p>
<p>Institutional Evaluation of the Student:</p>	<p>75 max</p>
<p>End of Course Assessment—Woodcock Johnson or WAIT 10th grade level. PLATO Reading Fundamentals if called for in IEP</p>	<p>75</p>
<p>End of Course Assessment—(Fundamentals in Math, Applied Math, Intermediate Algebra, Geometry and Measurements)</p>	<p>75</p>
<p>End of Course Assessment—(Fundamentals in Writing, Writing Series, Writing for the Workplace)</p> <p>IEP team will develop and review High School Graduation Consideration, which includes a list of courses taken, graduation requirements, and demonstration of proficiency. Course work goals will include goals aligned to the state standards and/or any end of the course assessment.</p>	<p>75</p>

Portfolio or Performance Measures:	100 max
Idaho Alternate Assessment (IAA)	100
Performance/Portfolio Assessment The graduation team will develop a portfolio or performance rubric. The rubric and implementation of the rubric will be completed in the beginning of the senior's second semester. The rubric to measure the portfolio/performance will be aligned to the 10 th grade State Standards (unless a student's IEP requires otherwise).	25

*point values can be adjusted by the Board to better reflect the local community

Appeal to Local Board for Alternative Mechanism

Before appealing to the Board of Trustees for use of an alternative mechanism to demonstrate proficiency of the Idaho High School Achievement Standards, a student must meet the following qualifications:

1. Enrolled in a special education program and have an Individual Education Plan (IEP); or
2. Enrolled in a Limited English Proficient (LEP) program for three years or less; or
3. Enrolled in the fall semester of the senior year.

Cross Reference: Policy 2700 - 2700P High School Graduation Requirements

Legal Reference: IDAPA 08.02.03.105 Graduation from High School
 IDAPA 08.02.03.107 High School Graduation Standards

Policy History:

Adopted on: April 18, 2016

Revised on: