



# Idaho Alternate Assessment (IDAA) Early Stopping Rule (ESR) Quick Guide

2023–2024

Published February 27, 2024



## IDAA Early Stopping Rule (ESR) Procedure

The purpose of the Early Stopping Rule (ESR) is to prevent students who do not have a consistent, observable mode of communication from taking the entire IDAA. Students are eligible for the ESR when they do not have a consistent, observable mode of communication, as indicated on the Student Response Check (SRC), and do not respond to the first four scorable items on the IDAA because of deficits in communication skills. The ESR allows the Teacher (TE) to submit a student's IDAA after administering the first four scorable items. The student counts as a test participant for accountability purposes and receives the lowest possible score. The ESR documents that the student did not take the entire IDAA because they do not have a consistent, observable mode of communication. ***The ESR is not appropriate for students who have no consistent, observable response because of behavioral and other issues.***

While the SRC is administered only once per student, a student must be administered at least the first four items of the IDAA in each content area required for their grade level.

When a student does not respond to the three items on the SRC, the TE will start the IDAA in each required content area following the relevant [IDAA Test Administration Script](#) or corresponding quick guide. If a student does not respond to the first four scorable test items because of communication deficits, the TE will mark the answer as "Mark as No Response" using the context, or hamburger menu, as illustrated in the screenshot below.

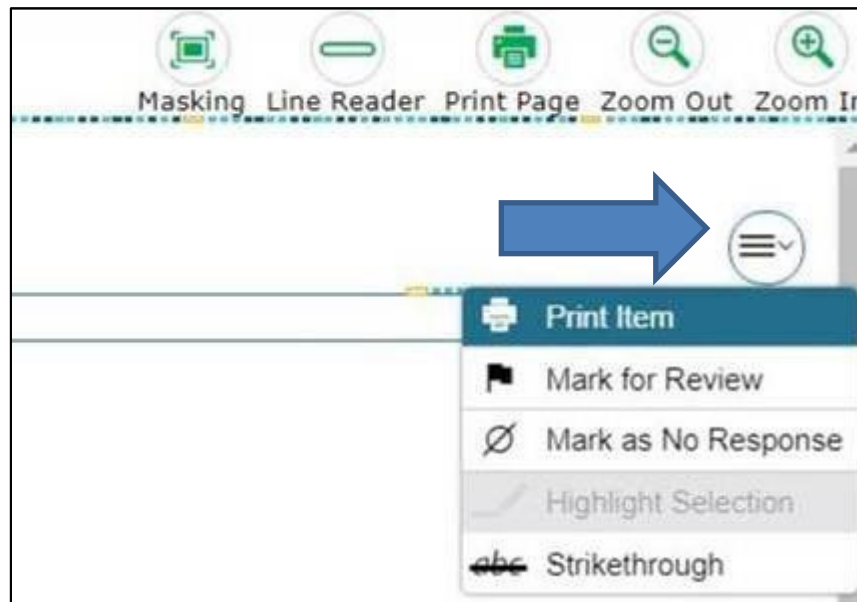


Figure 1. IDAA Context Menu



If the student does not respond to any of the first four scorable items, the TE will be directed to a fifth item, as illustrated in Figure 2 below, to confirm whether use of the Early Stopping Rule is appropriate. **Please read the fifth item carefully and respond based on the student's communication status. Once the TE saves the answer to the fifth item, they cannot return and change their answers to the previous four items.** If the response to the fifth item is, "Yes, submit this student's test and activate the Early Stopping Rule," the TE can submit the student's test at this point. If the response is, "No, this student will complete the full IDAA," then the student will complete the full test. Additionally, if the response to item 5 is, "No," the TE should pause the student's test until another time and re-administer the first four scorable items.

Students are eligible for the Early Stopping Rule when they have no consistent, observable response on the Student Response Check **and** on the first four items on the [content area] Idaho Alternate Assessment because of deficits in communication skills.

The Early Stopping Rule should not be used for students who have no consistent, observable response **because of behavioral or other issues.**

Teacher: I confirm that this student's lack of any consistent, observable response is related to his/her deficits in communication skills.

**Yes**, submit this student's test and activate the Early Stopping Rule.

**No**, this student will complete the full [content area] Idaho Alternate Assessment.

Figure 2. IDAA Early Stopping Rule Item 5

*NOTE: The fifth item will be included in the total test item count. For example, if a test has 40 questions, the student's participation may show 40/41 after completing the test.*

If the TE or student accidentally or erroneously selects a response to one of the first four scorable items and then proceeds to the 5<sup>th</sup> item, then the TE cannot activate the ESR. This holds true, even if the TE goes back and changes the responses to all of the first four items to "Mark as No Response." If the student is truly non-responsive to the first four scorable items because of communication deficits, the TE will need to work with the TC to submit a test incident/irregularity to have the test reset.