Reading and Math Benchmarking with Iowa Assessments

Wendy Freyschlag – Riverside Assessments Consultant
Denise Piatt – Riverside Insights Assessments Consultant
Agenda

• Iowa Assessments Quick Overview
• Parallel Forms and Iowa Configurations
• Iowa Single Subjects for Benchmarking
• Measuring Growth
• Reporting
• Instructional Resources for Educators and parents
• Q & A
A Tradition of Assessment Excellence

- Dedicated to provide finest testing products and services
- Recognized leader in assessment publishing industry
- Decades of research-based design and format experience
- Assessments administered to millions of students
- Proven portfolio of valid and reliable tools to monitor individual growth and improve instruction
Iowa Assessments offer 80-plus years of expertise, innovation, and continuity in large-scale assessment.
**Iowa Assessments – Key Features**

- Broad survey of academic achievement across multiple grades and content areas
  - Evidence-based, psychometrically sound
  - Grades K-12
  - New Form G – released in 2017
  - 2017 National Norms

- Built to test blueprints featuring updated content and focused on current best-in-class state, national, and international benchmarks and standards of educational achievement

- Assessment measures
  - Foundational and core skills
  - Cognitive levels – assess proficiency and content mastery
  - College and career readiness
Iowa Assessments – Key Features

• Three unique Forms E, F and G are linked to the same vertical scale
  – Monitor growth from K-12 using continuous, research-based vertical scale
  – Indicate college and career readiness, beginning at 6th grade
  – Evaluate student mastery of next generation skills and rigorous learning standards
• Skill and core domain alignment and reporting
• Lexile® and Quantile® measures included
• Full suite of ancillaries to support testing
  – Planning and interpretive materials
  – On-demand videos and training materials
Authors’ Approach to Development

Extensive analysis of standards sets and benchmarks to create test blueprints

**Iowa Assessments** Sources of Evidence Used:
- National Core Standards
  - NAEP Framework & Specifications
- Leading State Standards
- International Standards
  - TIMSS, PISA, PIRLS
- National Assessment Data
- Curriculum Mapping Surveys
- Scholarly Research and National Journals
- Professional Educational Organizations
  - International Reading Association
  - National Council of Teachers of English
  - National Council of Teachers of Mathematics
  - National Science Standards and Frameworks
  - National Council for Social Studies
- Feedback from educators, researchers, parents, students
**Iowa Assessments**

**Cognitive Difficulty Level Descriptors**

**Level 1** *Essential Competencies:* recall of information such as fact, definition, term, or simple one-step procedure.

**Level 2** *Conceptual Understanding:* includes the engagement of some cognitive processing beyond recalling or reproducing a response. A conceptual understanding item requires students to make some decisions as to how to approach the problem or activity and may imply more than a single step.

**Level 3** *Extended Reasoning:* requires problem solving, planning, and/or using evidence. Items require students to develop a strategy to connect and relate ideas in order to solve the problem while using multiple steps and drawing upon a variety of skills.
Iowa Assessments – Configurations

• Three Equated Forms
  – Forms E, F, and G

• Iowa Complete
  – All content areas including Reading, Language, Math, Science, and Social Studies
  – Paper/pencil or online

• Iowa Survey (shorter batteries)
  – Reading, Language, and Math
  – Paper/pencil or online

• New! Iowa Single Subjects
  – Reading and Math (E/F/G for K-8) (E/F for 9th -12th)
  – Online only
# Iowa Assessments Test Batteries

- **Complete:**
  All content areas including Reading, Language, Math, Science and Social Studies *No Science, Social Studies*

- **Core:**
  Reading, Language, and Math

- **Survey:**
  Abbreviated battery for Reading, Language, and Math *(Often used as Admissions Test)*

- **Single Subjects/Multiple Use:**
  Math and Reading Benchmarks *(online only)*

<table>
<thead>
<tr>
<th>Level</th>
<th>Complete</th>
<th>Core</th>
<th>Survey</th>
<th>SS/MU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 6*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lvl 17/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Iowa Complete Additional Tests

Vocabulary (K-12)
Word Analysis (K-3)
Listening (K-3)
Spelling (3-8)*
Capitalization (3-8)*
Punctuation (3-8)*
Written Expression (3-12)*
Math Computation (1-12)

*Covered in Language subtest at lower grades
How Forms of Iowa Can Work Together

- Will continue to support growth across multiple times within a given year and across years
- E/F/G are all linked to the vertical scale to measure growth
Forms E/F/G as Equivalent Forms

• What are equivalent forms?
  – Built to same content specifications
    • Same item counts, same testing times, same skills tested
  – Balanced for content, alignment, and difficulty
  – Yield comparable interpretations (e.g., same NSS to NPR relationship)
  – Produce same detailed reports at skill and item level
  – Can be used in pre-post approaches
  – Can be equated to one another and used interchangeably
  – Also called parallel forms
Benchmarking with Iowa Single Subjects

• Online Benchmarking
• Reading and Math
• Forms available:
  – Grades K-8: Forms E, F, G
  – Grades 9-12: Forms E, F
• Track longitudinally within Single Subjects
• Same reporting process
• Requires proctor training
Iowa Subtests per Single Subject

• **Reading** (30 to 60 minutes, depending upon grade level)
  – Reading 1
  – Reading 2
  – Vocabulary (optional – 15 to 20 minutes)
    • Allows Reading Total Score Calculation
• **Mathematics** (25 to 60 minutes, depending upon grade)
  – Math 1
  – Math 2
  – Computation (optional – 20 to 25 minutes)
    • Allows Math Total with Computation
Iowa Assessments – Flexible Testing Options

• Pre-Test (fall) or Spring Summative model
  – Form G – grades K-8
  – Form E – grades 9-12
• Pre-Test with Post-Test model
  – Fall Pre-Test and Spring Post-Test
• Benchmark/Interim model
  – Fall, Mid-Year, and Spring benchmarks
  – Available for online testing
• Combination
  – Fall Pre-Test or Spring Summative, and
  – 2 benchmarks in the Fall, Mid-Year, or Spring
Testing Configurations

Form E
- Evaluate/Locate
- Benchmark Read/Math*

Form F
- Monitor
- Benchmark Read/Math*

Form G
- Summative
- Complete

* Benchmarking with Iowa Single Subjects, online only.
Online Testing – fast, accurate, user-friendly

• Reporting and online administration through DataManager
  – All forms, all levels - Complete, Core & Single Subject
  – Online score results in 24 hours
  – Students: PC/Mac desktops or laptops, Chromebooks, and iPads
  – Proctors: PC or Mac, desktop or laptop

• Proctor-led Levels 5 – 8 (K – 2\textsuperscript{nd})
• Self-paced Levels 9 – 14 (3\textsuperscript{rd} – 8\textsuperscript{th})
• Online audio option for directions
• Requires Technical Readiness and training for proctors and staff
Measuring Growth
Purposeful Educational Testing

In large-scale assessment, the goal is to provide sound, accurate and actionable information for a variety of purposes and audiences.

1. Measure student achievement
2. Monitor student growth/progress
3. Provide relative comparisons
4. Inform instruction & evaluate programs
5. Inform decisions about students
6. Meet school/state/federal requirements

The Iowa Assessments allow you to maximize the impact of your testing program by providing reliable and actionable data that has been validated toward a variety of important purposes.
Iowa Assessments Scores

• The Iowa Assessments provides scores across a variety of content areas and domains, cognitive levels, and composite scores.

• Raw Score (RS) = number correct
  – Subtest
  – Skill Domain /Content Domain
  – Cognitive Level

• National Standard Score (SS)
  – Allows comparisons of students across grades and levels
  – Scaled Score is linear, even increments
  – Number Correct (raw score) by subtest and level converts to scaled score
Iowa Assessment Scores

Derived scores all us to compare student scores to provide context for interpreting the results.

- Derived Scores
  - National Percentile Rank (NPR)
  - National Stanine (NS)
  - Grade Equivalent (GE)
  - Normal Curve Equivalent (NCE)
Measuring Student Growth

Students learn at different rates and begin the learning Process at different places.

The numbers in blue boxes here represent standard scores on a vertical scale. Higher scores reflect higher demonstrated achievement.
Student Growth

Student progress can be tracked regardless of where the student started on the continuum.
The **standard score** is a number that describes a student's achievement as a location in a continuum that spans across all levels of the Iowa Assessments.

**Form E Reading Achievement Continuum**

**HOSS**: Highest obtainable Standard Score. **LOSS**: Lowest obtainable Standard Score.
**Iowa Assessments National Standard Score**

HOSS: Highest obtainable Standard Score

LOSS: Lowest obtainable Standard Score

- Higher achieving 8th grader
- Avg. 5th grader
- Lower achieving 3rd grader
- Avg. 1st grader
Estimated Growth

• The Standard Score (SS) and the National Percentile Rank (NPR) are the two key variables to estimating student’s growth.

• To estimate growth, we make the assumption that a student will maintain their rank relative to the national standardization sample year over year.

• That allows us to estimate their growth from any starting test administration through grade 12.
Projecting Growth based on Maintaining Rank
Specific Interpretation

- **Exceeds Estimated Growth**: These students have gained rank relative to their peers since the last test administration.

- **Meets Estimated Growth**: These students have maintained rank relative to their peers since the last test administration.

- **Does Not Meet Estimated Growth**: These students have lost rank relative to their peers since the last test administration.
Sample Reports
DataManager Reporting

Powerful web-based reporting includes:

• National comparison data for individuals and groups
  – ACSI Christian School (Local Norms)
  – Catholic/Private School Norms
• Cognitive data on three levels
• Skill-level data
• Test total data
• CCR scores beginning at 6th grade
• Lexile® and Quantile® scores
• Ability to export data to your student information system
# Iowa Single Subject Reporting

<table>
<thead>
<tr>
<th>Student Roster Reports</th>
<th>Group Profile Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Roster (Test &amp; Composite Analysis)</td>
<td>• Group Profile (Test &amp; Composite Analysis)</td>
</tr>
<tr>
<td>• Student Roster (Skill Domain Analysis)</td>
<td>• Group Profile (Skill Domain Analysis)</td>
</tr>
<tr>
<td>• Multi-measure Roster</td>
<td>• Group Profile (Longitudinal)</td>
</tr>
<tr>
<td>• Data Export</td>
<td>• Group Profile (Est. Growth Summary)</td>
</tr>
<tr>
<td></td>
<td>• Group Profile (College Readiness)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Profile Reports</th>
<th>Group Roster Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student Profile (Test &amp; Composite Analysis)</td>
<td>• Group Roster (Test &amp; Composite Analysis)</td>
</tr>
<tr>
<td>• Student Profile (Skill Domain Analysis)</td>
<td>• Group Roster (Skill Domain Analysis)</td>
</tr>
<tr>
<td>• Student Profile (Longitudinal)</td>
<td>• Subgroup Roster</td>
</tr>
<tr>
<td>• Student Profile (Estimated Growth)</td>
<td></td>
</tr>
</tbody>
</table>
Student Profile – Skill Domain Analysis

Student Profile for Lesa Allison

<table>
<thead>
<tr>
<th>No. of Items</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td><strong>Informational</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explicit Meaning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Implicit Meaning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key Ideas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Essential Competencies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extended Reasoning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See essential scores and information about a student’s performance.
Group Profile – Skill Domain Analysis

<table>
<thead>
<tr>
<th>Group Profile</th>
<th>Iowa Assessments™ Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form: G</td>
<td>Grade: 7</td>
</tr>
<tr>
<td>Test Date: 04/27/2018</td>
<td>Level: 13</td>
</tr>
<tr>
<td>Norms: Spring 2017</td>
<td>District: IS S District</td>
</tr>
<tr>
<td>Building: Building1</td>
<td>Region: Riverside Report Demo</td>
</tr>
<tr>
<td></td>
<td>State: RD</td>
</tr>
</tbody>
</table>

Quickly see how students perform on items of varying cognitive complexity.

<table>
<thead>
<tr>
<th>Skill Domain</th>
<th>No. of Items</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Sense &amp; Operations</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alg. Patterns/Connections</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Analysis/Prob./Stats</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Competencies</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual Understanding</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Reasoning</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computation</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compute with Whole Numbers</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compute with Fractions</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compute with Decimals</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Roster – Test and Composite Analysis

**Quantile scores** indicate which math concepts students are ready to learn.
Track growth over time for groups or individuals with profile reports.
Determine college and career readiness beginning in 6th grade.
Estimated Growth Summary

Iowa Assessments™
Form: E
Test Date: 09/27/2018
Norms: Fall 2017

Legend
This report is based on the estimated growth of each student included in the pie chart. The students' growth is calculated based on Iowa Assessments administration from Fall 2017. The current test administration is used to determine whether or not each student has met their estimated rate of growth. The pie chart reports the number and percent of students that have exceeded, met or have not met their estimated rate of growth.

Reading
Exceeds Estimated Growth:
- Number = 6
- Percent = 33%

Meets Estimated Growth:
- Number = 7
- Percent = 39%

Does Not Meet Estimated Growth:
- Number = 5
- Percent = 28%

No. Included (In Chart) = 18
Number Tested = 21

Vocabulary
Exceeds Estimated Growth:
- Number = 7
- Percent = 35%

Meets Estimated Growth:
- Number = 6
- Percent = 33%

Does Not Meet Estimated Growth:
- Number = 5
- Percent = 28%

No. Included (In Chart) = 18
Number Tested = 21

Drill down instantly to see students under each area.
Drill Down to Student Roster

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>Birth Date</th>
<th>Level</th>
<th>Gender</th>
<th>Reading</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarez, Idana</td>
<td>07/08</td>
<td>11</td>
<td>(F)</td>
<td>NPR</td>
<td>49</td>
</tr>
<tr>
<td>Bishop, Jacqueline</td>
<td>01/08</td>
<td>11</td>
<td>(F)</td>
<td>NPR</td>
<td>29</td>
</tr>
<tr>
<td>Keyes, Nashara</td>
<td>01/08</td>
<td>11</td>
<td>(F)</td>
<td>NPR</td>
<td>79</td>
</tr>
<tr>
<td>Sheets, Juan</td>
<td>08/08</td>
<td>11</td>
<td>(M)</td>
<td>NPR</td>
<td>72</td>
</tr>
<tr>
<td>Wentzel, Oswar</td>
<td>06/08</td>
<td>11</td>
<td>(M)</td>
<td>NPR</td>
<td>65</td>
</tr>
</tbody>
</table>

Group Total: NPR of Avg. SS 61
Drill Down Further to Student Skill Domains

Student Profile for Jacqueline Bishop

Student ID: 67875933
Iowa Assessments™
Form: E
Test Date: 09/27/2018
Norms: Fall 2017

Grade: 5  Level: 11
Class: Boyles Don
Building: Cathedral St John

District: Iowa Cogat District
Region: Riverside Report Demo
State: RD

Percent Correct

<table>
<thead>
<tr>
<th>No. of Items</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicit Meaning</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implicit Meaning</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Ideas</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author's Craft</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Competencies</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual Understanding</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Reasoning</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Resources for Educators and Parents
Use Actionable Metrics to Personalize Instruction and Monitor Growth

Lexile measures provide a scientific approach for matching students with ability-appropriate texts. Lexile measures help differentiate instruction and monitor growth in reading, putting students on the path to success in school, college and career.
Help Your Child’s Reading Ability Grow

Lexile measures help you find reading materials at your child’s unique reading level. With Lexile measures, you can engage your child in learning by ensuring they comprehend their reading materials, as well as monitor their progress over time.

Find Just Right Books
Want to find books that match your child’s Lexile measure and interests?

DISCOVER MORE ABOUT LEXILE® FIND A BOOK

Monitor Growth
Is your child on track to graduate college- and career-ready?

FIND OUT MORE ABOUT OUR GROWTH PLANNERS

Find Resources
Looking for resources to better understand Lexile measures and support your child’s reading?

DISCOVER RESOURCES
Actionable.
Personalize Instruction and Monitor Growth

Quantile measures provide a scientific approach for matching students with ability-appropriate resources. Quantile measures help differentiate instruction and monitor growth in mathematics, putting students on the path to success in school, college and career.
Help Your Child's Math Skills Grow

Quantile measures give you a powerful tool to support your child in math. With Quantile measures, you can engage your child in learning by ensuring they are prepared for their math lessons, as well as monitor progress over time.
DataManager – One Platform
One Platform to Streamline Test Management

DataManager is your single tool to put the power of assessment in your hands—before, during, and after testing.
DataManager – One Platform

DataManager is your online resource for streamlining the management of your assessment program using:

- Iowa Assessments
- CogAT Test

**Preparing for Testing**
- Construct and manage student rosters
- Create events
- Assign students
- Provides step-by-step guidance through ancillaries

**Administering Tests**
- Supports central scoring of answer documents
- Includes roster and bar code file templates and instructions
- Supports online test administration
- Provides guidance through Directions for Administration

**Interpreting Results**
- Provides guidance through digital resources
- Links to next steps, such as making adjustments to curriculum or grouping learners
- Enables targeted instruction via Lexile and Quantile measures

**Reporting**
- Delivers web-based reports
- Combines results from different assessments
- Enables disaggregation of results
- Enables local printing of reports
- Allows exporting of results
Why Iowa for Benchmarking...

- Familiar platform – DataManager - for easier implementation
- Scores reported in familiar terms for easier interpretation and differentiation
- K-12 assessment for achievement – flexible administration options, ability to mix modes and forms – each school can customize to meet their unique needs
- New 2017 National Norms
- Evaluates student mastery of next generation skills & rigorous learning standards
- Monitors growth with continuous, research-based vertical scale
- Core domain and skill alignment and reporting for guiding instruction
- College and career readiness beginning at grade 6
- Lexile® and Quantile® scores
- All items align to one of three cognitive levels
- Scoring includes access to online data with dynamic reports generator – view online, save, print, export to PDF or Excel, and export data out to SIS
- Ancillaries include print-on-demand planning and interpretive guides, online videos, and training materials. Riverside professional development webinars.
Thank You!
Contact Information

Questions about Iowa Assessments or Benchmarking?

Wendy Freyschlag, Riverside Assessments Consultant
wendy.freyschlag@riversideinsights.com
303.517.3579

Denise Piatt, Riverside Assessments Consultant
denise.piatt@riversideinsights.com
630.467.6558

Questions for Association of Christian Schools International?

Lisa Chubbic, ACSI Assessment Program Coordinator
lisa_chubbic@acsi.org
719.867.0139
Looking For More Information?

For more information about Iowa Assessments and CogAT, go to www.purposefuldesign.com

Select Assessment Support, then HMH Iowa Assessments
• Materials Pricing Tool
• Scoring Cost Estimation Tool
• Quick Facts
• Product Information Request Form
• Talk to an Expert Request Form
• Program Details

For additional assistance, contact ACSI Member Care
member_care@acsi.org
800-367-0798