
Iowa Assessments

Wendy Freyschlag, Riverside Insights
Sr Assessments Consultant
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Agenda

• Iowa Assessment
• DataManager
• 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
Riverside Family of Assessments

Complete solution for measuring Performance, Potential, Personalized Learning, and Growth

1. **Gauge student learning.**
   - **Iowa Assessments**: Use the Iowa Assessments to understand student learning levels, evaluate program effectiveness, and measure impacts on student growth.

2. **Test what you teach as you teach**
   - **IOWA FLEX**: Use IowaFlex™ to monitor mastery of concepts throughout the school year.

3. **Measure student ability and potential**
   - **CogAT**: Use CogAT® to understand how students prefer to learn and to guide decisions on program placement aligned to student needs.
Academic Achievement Assessment
Iowa Assessments™

A Legacy of Innovation

1935 2021
Iowa Assessments – Key Features

• Broad survey of academic achievement across multiple grades and content areas
  – Evidence-based, psychometrically sound
  – New Form G and equivalent Form E
  – 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
  – College and career readiness
**Iowa Assessments – Key Features**

- Forms E and G are linked to the same vertical scale
  - Monitor growth from K-12
  - Indicate college and career readiness, beginning at 6th grade
  - Evaluate student mastery of next generation skills
- Skill and core domain alignment and reporting
- Lexile® and Quantile® measures included
- Full suite of ancillaries to support testing
Iowa 2017 Norming

• Norm-referenced tests, or NRTs, provides a comparison of a student’s score against a pre-defined, or normative population

• 2017 Norming used Two views of Data
  – Extensive Riverside Insights data archive
  – Data collection from K-12 students across nation, public and private

• National Center for Education Statistics (NCES) used to obtain up-to-date demographic information about public schools normative sample
  – Geographic Region (4 regions)
  – District Size (8 categories)
  – Title 1 Status (3 areas)
  – Include urban, suburban, and rural
  – High-, mid-, and low-achieving schools
  – Public and private
  – Balance representation of SES, ethnicity and students on IEP
Authors’ Approach to Development

Iowa Assessments Sources of Evidence Used:

- National Core Standards
- Leading State Standards
- International Standards
  TIMSS, PISA, PIRLS
- National Assessment Data
- Curriculum Mapping Surveys
- NAEP Framework & Specifications
- Scholarly Research and National Journals
- 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
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
  – Often used as Admissions Test
  – Paper/pencil or online

• Iowa Single Subjects (Fixed Form)
  – Reading and Math (E/F/G for K-8) (E/F for 9th -12th)
  – Online only

Flexible Administration!
- Select specific set of subtests or all subtests
- Combine results from online and paper testing into one data set for reporting
Iowa Assessments Test Batteries

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

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

• Single Subjects/Multiple Use:
  Math and Reading Fixed-Form Benchmarks (online only)
Iowa Complete Additional Tests

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

*Covered in Language subtest at lower grades
Scope and Sequence

Levels 5 – 8
• K – 2nd grade
• Untimed

Levels 9 – 18
• 3rd – 12th grade
• Time limits

www.purposefuldesign.com under “Assessment Support”
ACS Spring Testing Levels

- Iowa Complete
- Form G – Grades K-8
- Form E – Grades 9-12

**NOTE:** Students must use the same Level for the Iowa and the CogAT when using a combined answer document.

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ACSI Paper and Pencil Testing

Materials
• Machine-scorable test books for grades K-3
  - Students mark responses in booklet
• Reusable test books for grades 4-12
  - Students mark responses on answer document
• The *Iowa Assessments* and *CogAT* may administered on combined answer documents using same level

Scoring
• Results delivered within 10 days of receipt online via DataManager with the option of ordering printed reports
• Ship documents to Riverside Insights
  
  *Riverside pays freight for schools in USA*
Online Testing

• Reporting and online administration through DataManager
  – Form E at all levels - Complete, Core & Survey
  – Desktops, laptops, Chromebooks, and iPads
  – Online score results in 24 hours

• Proctor-led Levels 5 – 8

• Self-paced Levels 9 – 17/18

• Online audio option for proctor subtests levels 5-8 (Kindergarten – 2nd)

Online Testing? Contact: ACSI at OnlineTesting@acsi.org
Digital Resources

• Access to Digital Library resources:
  – Product Guide
  – Research and Development Guide
  – Content Classifications Guides
  – Score Interpretation Guides
  – Planning and Implementation Guide
  – Customizable Parent Letter
  – eLearning videos
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/national requirements

Challenge to the measurement field is how to achieve more information with less testing.
**Iowa Assessment 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

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### Student Roster

**Iowa Assessments™**

**Form:** E  
**Test Date:** 12/12/2012  
**Test Date:** 12/12/2012  
**Building:** Longitudinal Bldg  
**Grade:** 4  
**Class:** Mrs. Dillon  
**System:** Training System  
**State:** DM  
**Norms:** Fall 2011

**Mathematics**

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</table>
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)
  - Scaled Score
  - Number Correct (raw score) by subtest and level converts to scaled score
Iowa Assessment Scores

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

A Normal Distribution of Stanines, Percentile Ranks, Normal Curve Equivalents, and Performance Classifications
Measuring Student Growth

Students learn at different rates and begin the learning process at different places
Sample Reported Scores

### PERFORMANCE PROFILE FOR ABBY ABRAHMS

- **Class:** Nees
- **Building:** Longfellow
- **District:** Danlen Community
- **System:** System 1
- **Region:** Region 1
- **State:** State 1
- **Form/Level:** 6-12
- **Test Date:** 11/02/12
- **Student ID:** 0000161358
- **Norms/Level:** Fall 2011
- **Grade:** 6

#### TESTS

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#### TESTS

The upper part of this report, scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR and LPR. The NPR represents the percent of students in the same grade throughout the nation with a lower score. The LPR represents the percent of students in the same grade in your local area with a lower score.

The horizontal bands in the NPR Graph illustrate the student’s performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the student’s stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data for the different levels of cognition required by the items in some tests. The number of items for each domain and cognitive level, the number attempted, the percent correct for the student, and the average percent correct for students in this grade throughout the nation are reported. The difference between the student’s percent correct and the national percent correct is displayed as a horizontal bar.

The College Readiness section reports whether or not a student is on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as “On Track” should continue to work hard to stay on track. Students reported as “Not yet on Track” may need additional coursework, study, or other assistance to become “On Track.”
## Sample Reported Scores

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## Sample Reported Scores

### Iowa Assessments Performance Profile for Abby Abrams

#### Tests

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#### NPR Graph

In the upper part of this report, scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR and LPR. The NPR represents the percent of students in the same grade throughout the nation with a lower score. The LPR represents the percent of students in the same grade in your local area with a lower score.

The horizontal bands in the NPR Graph illustrate the student's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required by the items in some tests. The number of items for each domain and cognitive level, the number attempted, the percent correct for the student, and the average percent correct for students in this grade throughout the nation are reported. The difference between the student's percent correct and the national percent correct is displayed as a horizontal bar.

### College Readiness

The College Readiness section reports whether or not a student is on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track."
## Domains/Cognitive Levels

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<th>%C Nat.</th>
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## Sample Reported Scores

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</tbody>
</table>

* Differences range from -20 to +20.*
Concordance Study

Riverside conducted a concordance study in 2018 to link scores from your administration of the *Iowa Assessments* to those of your previous *Terra Nova* administrations. An update to that study is currently underway.

- Allows you to maintain longitudinal trends
- Provides additional context for your *Iowa Assessments* scores
- Facilitate score comparisons and interpretation of student results
- Concordance tables do not *equate* scores, but rather provide a tool for finding comparable scores
Concordance Study

Riverside conducted a concordance study in 2018 to link scores from your administration of the Iowa Assessments to those of your previous Terra Nova administrations. An update to that study is currently underway.

- Allows you to maintain longitudinal trends
- Provides additional context for your Iowa Assessments scores
- Facilitates score comparisons and interpretation
- Concordance tables do not equate scores, but rather provide a tool for finding comparable scores

Equipercentile Linking

![Graph showing equipercentile linking between TerraNova and Iowa Assessment scores.](image-url)
DataManager Reporting

Powerful web-based reporting includes:

• National comparison data for individuals and groups
  – Christian School Program Norms (Local Norms)
  – Regional Norms Comparisons through ACSI
• Cognitive data on three levels
• Item-level data
• Skill-level data
• Test total data
• CCR scores beginning at 6\textsuperscript{th} grade
  – Predicted ACT and SAT scores
• Lexile\textsuperscript{®} and Quantile\textsuperscript{®} scores
• Dozens of Web-based reports
• Ability to export data to your student information system or an Excel spreadsheet
# Sample Reports

## Group Profile

<table>
<thead>
<tr>
<th>Iowa Assessments™ Form: E</th>
<th>Grade: 7</th>
<th>Level: 13</th>
<th>System: Training System</th>
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<tbody>
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<td>Norms: Fall 2011</td>
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### Average Percent Correct

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</tbody>
</table>
Sample Reports

Estimated Growth Summary

Iowa Assessments™
Form: E
Test Date: 12/12/2012
Norms: Fall 2011

Grade: 5  Level: 11  System: Training System
Building: Longitudinal Bldg  State: DM

Legend

This report is based on the estimated growth of each student included in the pie chart. The students Iowa Assessments administration from Fall 2011 is the data point used to estimate each student’s rate of growth. 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.

MATH TOTAL

- **Exceeds Estimated Growth**: Number = 5, Percent = 30%
- **Meets Estimated Growth**: Number = 7, Percent = 35%
- **Does Not Meet Estimated Growth**: Number = 7, Percent = 35%

No. Included (In Chart) = 20
Number Tested = 21

CORE COMPOSITE

- **Exceeds Estimated Growth**: Number = 10, Percent = 50%
- **Meets Estimated Growth**: Number = 4, Percent = 20%
- **Does Not Meet Estimated Growth**: Number = 6, Percent = 30%

No. Included (In Chart) = 20
Number Tested = 21

Social Studies

- **Exceeds Estimated Growth**: Number = 11, Percent = 55%
- **Meets Estimated Growth**: Number = 3, Percent = 16%
- **Does Not Meet Estimated Growth**: Number = 9, Percent = 30%

No. Included (In Chart) = 20
Number Tested = 21

Science

- **Exceeds Estimated Growth**: Number = 9, Percent = 45%
- **Meets Estimated Growth**: Number = 5, Percent = 26%
- **Does Not Meet Estimated Growth**: Number = 6, Percent = 30%

No. Included (In Chart) = 20
Number Tested = 21

Numbers may not sum to 100% due to rounding.
Sample Reports

College Readiness Summary

Iowa Assessments™
Form: E
Test Date: 12/12/2012
Norms: Fall 2011

Grade: 7          Level: 13          System: Training System
Building: Longitudinal Bldg          State: DM

Legend
This report is based on the college readiness of students included in the pie chart. College Readiness Summary reports the number and percent of students in the group that are on track to enroll and succeed in postsecondary course work after high school graduation. Students reported as “On Track” should continue to work hard to remain on track through high school graduation. Students reported as “Not Yet on Track” may need additional course work, study, or other assistance to become on track for college readiness.

Reading
On Track
Number = 8
Percent = 40%

Not Yet on Track
Number = 12
Percent = 60%

No. Included (In Chart) = 20
Number Tested = 21

Language
On Track
Number = 13
Percent = 60%

Not Yet on Track
Number = 8
Percent = 40%

No. Included (In Chart) = 20
Number Tested = 21

Mathematics
On Track
Number = 7
Percent = 33%

Science
On Track
Number = 5
Percent = 33%
Jalen was recently given the Iowa Assessments. This report is designed to give you information about Jalen’s achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

### Jalen's Achievement Today

The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Jalen.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level problem solving and data analysis skills in mathematics.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading, expanding reading vocabulary, or writing with attention to sentence structure and purpose, as well as solving number sentences and reading basic charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as understanding number properties or solving simple number sentences.

### Jalen’s Achievement Yesterday and Today

The Iowa Assessments measure student achievement and growth. The Grade Equivalent (GE) describes student performance in terms of grade level and month. The GE makes it possible to follow Jalen’s educational growth from year to year by comparing this year’s scores to those from earlier years.
Score Interpretation

Iowa Score Interpretation Guide - Helps teachers and school administrators interpret and use results of the Iowa Assessments

Examples of appropriate uses of results from the Iowa:
• Identify student strengths and weaknesses
• Inform instruction
• Monitor student growth
• Determine college readiness
• Measure performance against core standards
• Implement Response to Intervention (RTI)
• Inform placement decisions
• Make comparisons of student/group performance
• Evaluate programs
• Predict future performance
• Support accountability
Score Interpretation

Iowa Score Interpretation Guide

- Helps teachers and school administrators interpret and use results of the Iowa Assessments

Examples of appropriate uses of results from the Iowa:
- Identify student strengths and weaknesses
- Inform instruction
- Monitor student growth
- Determine college readiness
- Measure performance against core standards
- Implement Response to Intervention (RTI)
- Inform placement decisions
- Make comparisons of student/group performance
- Evaluate programs
- Predict future performance
- Support accountability

List of Student Scores

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Test Code</th>
<th>Grade</th>
<th>Score</th>
<th>Code Points</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Matthew</td>
<td>010-568</td>
<td>6th</td>
<td>80</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>Brady, Juliet</td>
<td>005-569</td>
<td>6th</td>
<td>70</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Britt, Zane</td>
<td>004-569</td>
<td>6th</td>
<td>85</td>
<td>71</td>
<td>77</td>
</tr>
</tbody>
</table>

Purpose and Use

This report provides the Iowa Assessments test and composite scores of all students in a given class. Use it to:
- Identify strengths & weaknesses
- Determine college readiness
- Evaluate programs
- Monitor growth
- Inform instruction
- Inform placement decisions
- Predict future performance
- Make comparisons
- Support accountability

Report Elements

- Key to student information
  - This box provides a key to the location and type of information provided for each student listed on this report. This information comes from coding on the student’s answer document; however, it is not used in calculating student scores.
  - “Program” refers to special groups or instructional activities to which a student may be assigned. The list of letters at the bottom of the box relates to supplementary coding your school or district might have used in the Test Administrator Use Only section of the report.
DataManager – One Platform
DataManager – One Platform

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

- **Iowa Assessments**
- **IowaFlex**
- **CogAT Test**
- **Logramos**

**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
Remote Administration

https://acsi.formstack.com/forms/remote_testing_inquiry_form

Note: Only Iowa Assessments Form E and CogAT Form 7 are permitted for remote testing. IowaFlex is also available for remote administration.
Why choose Iowa Assessments?

• K-12 assessment for Iowa and CogAT
• Iowa Form G introduced in 2017 (K-8)
• Evaluates student mastery of next generation skills & rigorous learning standards
• New 2017 National Norms (Iowa / CogAT)
• Monitors growth with continuous, research-based vertical scale
• Concordance Study to facilitate longitudinal trend
• Core domain and skill alignment and reporting for guiding instruction
• College and career readiness beginning at grade 6
• Predicted ACT/SAT scores 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
• Ancillaries include print-on-demand planning and interpretive guides, online videos, and training materials
• Complimentary Professional Development Webinars
• Fall and Spring administrations
Contact Information

Questions about Iowa Assessments, CogAT or Benchmarking?

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

Questions for Association of Christian Schools International?

Lisa Chubbic, ACSI Assessment Program Coordinator
AssessmentSupport@acsi.org
719.867.0139

Interested in testing online?

Gina Kinnard, ACSI Assessment Program Executive Asst.
OnlineTesting@acsi.org
719.867.0246
Looking For More Information?

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

Select Assessment Support, then 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 Care Team
careteam@acsi.org
800-367-0798
Thank You!