

# *Assess Less. Measure More.*

## *Iowa Assessments*

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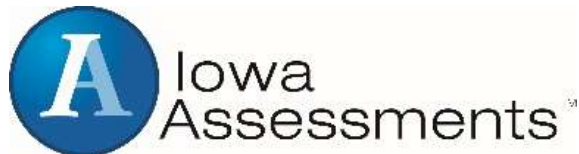
# *Agenda*

- *Iowa Assessments*
- *DataManager* assessment platform
- 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



- The gold standard of skill assessment
- Evaluate program effectiveness
- Advanced Online Reporting
- Measure impacts on student growth



*Abilities*

- Measure student ability & potential
- Understand how students prefer to learn
- Guide decisions on program placement aligned to student needs



- Test what you teach as you teach
- Monitor mastery of concepts throughout the school year
- K-1 standards level reporting



*Diagnostic*

- Determine student readiness for Algebra I
- Interactive, online reporting
- Measure pre-algebraic concepts, math information interpretation, relationship representation, & symbol usage
- High IAAT score correlation to predictability of Algebra I course grades



# *Academic Achievement Assessment*



# Iowa Assessments™

## A Legacy of Innovation



# Iowa Assessments – Key Features



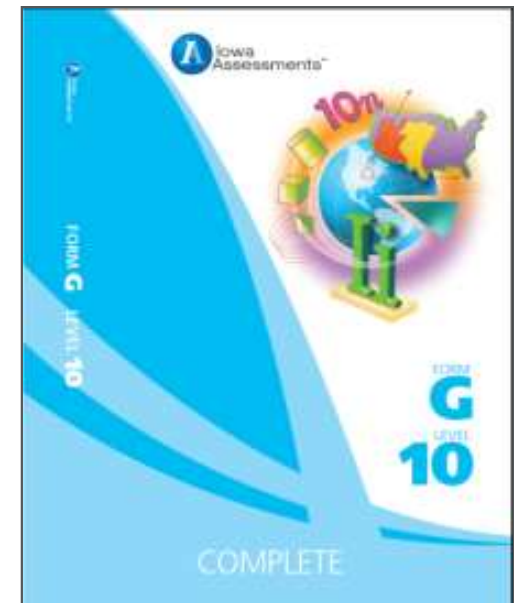
- Broad survey of academic achievement across multiple grades and content areas
  - Evidence-based, psychometrically sound
  - Form G and equivalent Form E
  - 2017 National Norms
- Built to test blueprints featuring updated content and focused on current best-in-class state, national, and international 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 6<sup>th</sup> grade
  - Evaluate student mastery of next generation skills
- Skill and core domain alignment and reporting
- Lexile<sup>®</sup> and Quantile<sup>®</sup> measures are available
- Full suite of ancillaries to support testing





# *Iowa Assessments 2017 Norming*



- Norm-referenced tests, or NRTs, provide 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 the 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)
  - Includes 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



Dr. Stephen Dunbar

*Iowa Assessments™ Forms E, F, and G*



Dr. Catherine Welch

*Iowa Assessments™ Forms E, F, and G*



# *Iowa Assessments*

## *Cognitive Difficulty Level Descriptors*



### **Level 1: Essential Competencies**

- Recall of information such as facts, definitions, terms, or simple one-step procedures.

### **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



## Flexible Administration!

- Select specific set of subtests or all subtests
- Combine results from online and paper testing into one data set for reporting

- **Three Equated Forms**

- Forms E, F, and G

- **Iowa Assessments Complete**

- All content areas including Reading, Language, Math, Science, and Social Studies
- Paper/pencil or online

- **Iowa Assessments Survey (shorter batteries)**

- Approx. 1 ½ hours
- Reading, Language, and Math
- Often used as Admissions Test
- Paper/pencil or online

- **Iowa Assessments Single Subjects (fixed form)**

- Reading and Math (E/F/G for K-8) (E/F for 9<sup>th</sup> -12<sup>th</sup>)
- Online only



# Iowa Assessments Test Batteries



- **Complete:**

All content areas including Reading, Language, Math, Science and Social Studies

*\*No Science, Social Studies in Levels 5 & 6*

- **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)

Level	Complete	Survey	SS/MU
Level 5*	■		■
Level 6*	■		■
Level 7	■	■	■
Level 8	■	■	■
Level 9	■	■	■
Level 10	■	■	■
Level 11	■	■	■
Level 12	■	■	■
Level 13	■	■	■
Level 14	■	■	■
Level 15	■		■
Level 16	■		■
Level 17/18	■		■

# *Iowa Assessments 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



## Form G Scope & Sequence for Complete and Core Batteries

The Scope and Sequence describes each level and subtest, provides the testing times, and lists the number of questions for each subtest and by level. Administration times are approximate for Levels 5–8 and are expected to vary with different test administrators and groups of students. Allow enough time so most students can finish each test. Administration for Levels 9–14 is timed, and the testing times listed correspond to the standard time limits.

Levels 5–6 (Grades K–1) Testing Times

Test	Number of Items		Approximate Working Time (minutes)	
	Level 5	Level 6	Level 5	Level 6
Vocabulary	23	27	20	20
Word Analysis				
Phonological Awareness & Decoding	29	33	20	20
Identifying & Analyzing Word Parts				
Listening				
Literal Comprehension	23	27	30	30
Inferential Comprehension				
Language				
Verb Tense				
Classification				
Singular-Plural Usage				
Operational Language	27	31	25	25
Spatial-Directional Language				
Prepositions to Denote Relationships				
Comparative & Superlative Adjectives				
Mathematics				
Number Sense & Operations				
Algebraic Patterns & Connections	27	35	25	25
Geometry				
Measurement				
Reading (At Levels 6 and above, in two parts)				
Words	17	24	30	40
Comprehension				
<b>TOTALS—COMPLETE</b>	<b>146</b>	<b>187</b>	<b>2h. 30 min.</b>	<b>2h. 40 min.</b>

## Levels 5 – 8

- K – 2<sup>nd</sup> grade
- Untimed

## Levels 9 – 18

- 3<sup>rd</sup> – 12<sup>th</sup> grade
- Time limits

[www.purposefuldesign.com](http://www.purposefuldesign.com)  
under “Assessment Support”

# ACSI Fall Testing Levels

- *Iowa Assessments Complete*
- **Form G – Grades K-8**
- **Form E – Grades 9-12**
  
- **NOTE: Students must use the same Test Level for the *Iowa Assessments* and *CogAT* when using a combined answer document.**

Level	Grade	Form
Level 6	Kindergarten	G
Level 7	1 <sup>st</sup> Grade	G
Level 8	2 <sup>nd</sup> Grade	G
Level 9	3 <sup>rd</sup> Grade	G
Level 10	4 <sup>th</sup> Grade	G
Level 11	5 <sup>th</sup> Grade	G
Level 12	6 <sup>th</sup> Grade	G
Level 13	7 <sup>th</sup> Grade	G
Level 14	8 <sup>th</sup> Grade	G
Level 15	9 <sup>th</sup> Grade	E
Level 16	10 <sup>th</sup> Grade	E
Level 17/18	11/12 <sup>th</sup> Grades	E



# ACSI Paper and Pencil Testing

## Materials

- Machine-scoreable 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 be administered on combined answer documents using the 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](mailto:OnlineTesting@acsi.org)

# Additional Options

- **Large-Print Edition**

- Forms E & G
  - Complete & Survey
  - Levels 9-17/18
  - Hand score or Riverside scoring

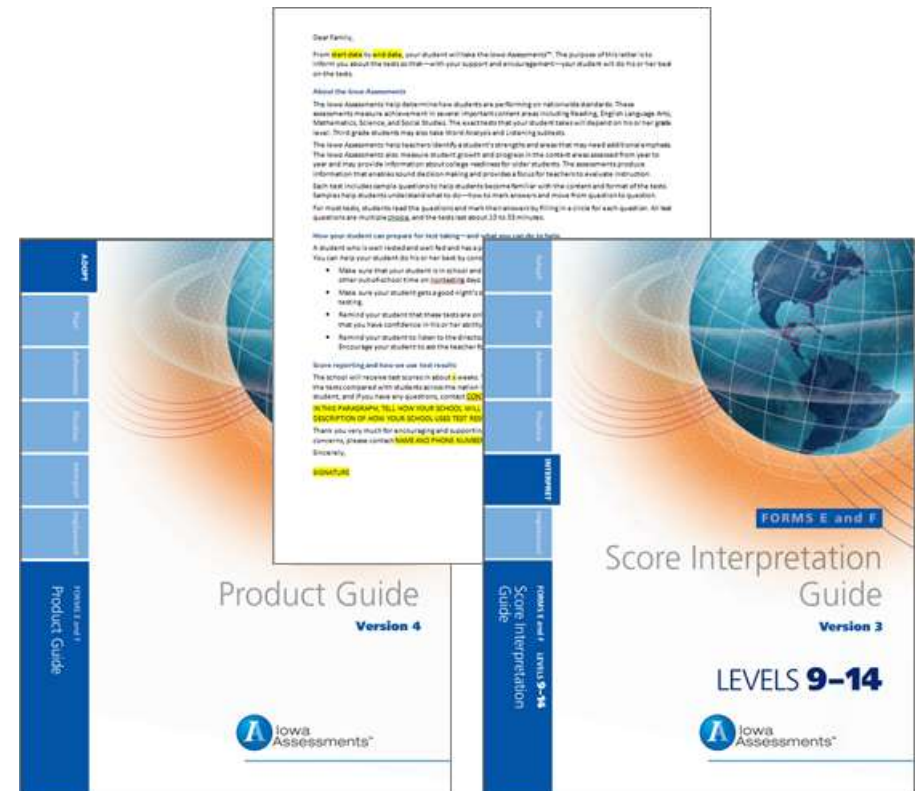
- **Braille**

- Form E
  - Complete & Survey
  - Levels 9-17/18
  - Hand score or Riverside scoring



# 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



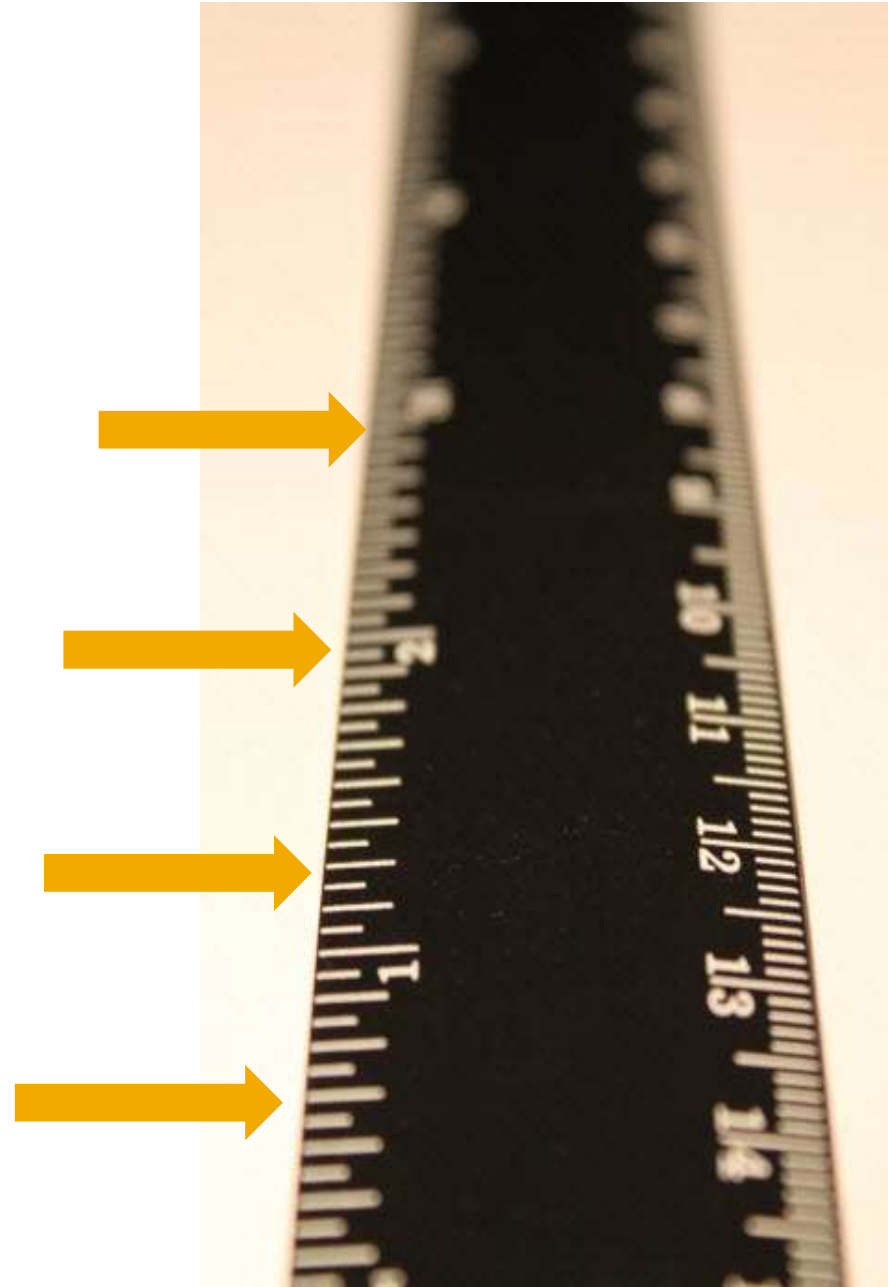
- The *Iowa Assessments* provide scores across a variety of content areas and domains, cognitive levels, and composite scores.
- Raw Score (RS) = number correct
  - Subtest
  - Skill Domain / Content Domain
  - Cognitive Level

Student Roster		Grade: 4		Level: 10		System: Training System				
Iowa Assessments™ Form: E		Class: Mrs Dillon								
Test Date: 12/12/2012		Building: Longitudinal Bldg				State: DM				
Norms: Fall 2011										
Mathematics		Total No. Tested: 25								
		Mathematics	Number Sense & Operations	Alg. Patterns/Connections	Data Analysis/Prob./Stats	Geometry	Measurement	Essential competencies	Conceptual Understanding	Extended Reasoning
Average Percent Correct Nation		56	59	61	54	59	45	65	58	44
Barone, Marissa	NA/NI	55/55	16/16	9/9	8/8	11/11	11/11	6/6	37/37	12/12
	%C	40	31	67	38	45	27	33	38	50
	RS	22	5	6	3	5	3	2	14	6
Canzoni, Joseph	NA/NI	42/55	10/16	8/9	7/8	11/11	8/11	6/6	27/37	9/12
	%C	42	38	33	63	38	45	33	51	17
	RS	23	6	3	5	4	5	2	18	2
Cortes, Gabrielle	NA/NI	55/55	16/16	9/9	8/8	11/11	11/11	6/6	37/37	12/12
	%C	58	69	44	75	55	45	50	65	42
	RS	32	11	4	6	6	5	3	24	5
Cortez, John	NA/NI	52/55	15/16	9/9	8/8	10/11	10/11	6/6	34/37	12/12
	%C	44	38	58	25	55	45	67	41	42
	RS	24	6	5	2	6	5	4	15	5
Cranston, Stephanie	NA/NI	55/55	16/16	9/9	8/8	11/11	11/11	6/6	37/37	12/12
	%C	49	69	33	25	55	45	67	49	42
	RS	27	11	3	2	6	5	4	18	5
Fox, Genevieve	NA/NI	52/55	16/16	7/9	8/8	10/11	11/11	5/6	35/37	12/12
	%C	55	69	33	83	55	45	50	54	58
	RS	29	11	3	6	6	5	3	20	7
Goode, Ray	NA/NI	55/55	16/16	9/9	8/8	11/11	11/11	6/6	37/37	12/12
	%C	64	75	67	75	64	36	67	68	50
	RS	35	12	6	6	7	4	4	25	6
Grant, Jessica	NA/NI	55/55	16/16	9/9	8/8	11/11	11/11	6/6	37/37	12/12
	%C	27	31	44	13	27	18	50	22	33
	RS	15	5	4	1	3	2	3	8	4
Guido, Gabriel	NA/NI	55/55	16/16	9/9	8/8	11/11	11/11	6/6	37/37	12/12
	%C	62	63	78	75	64	36	67	62	58



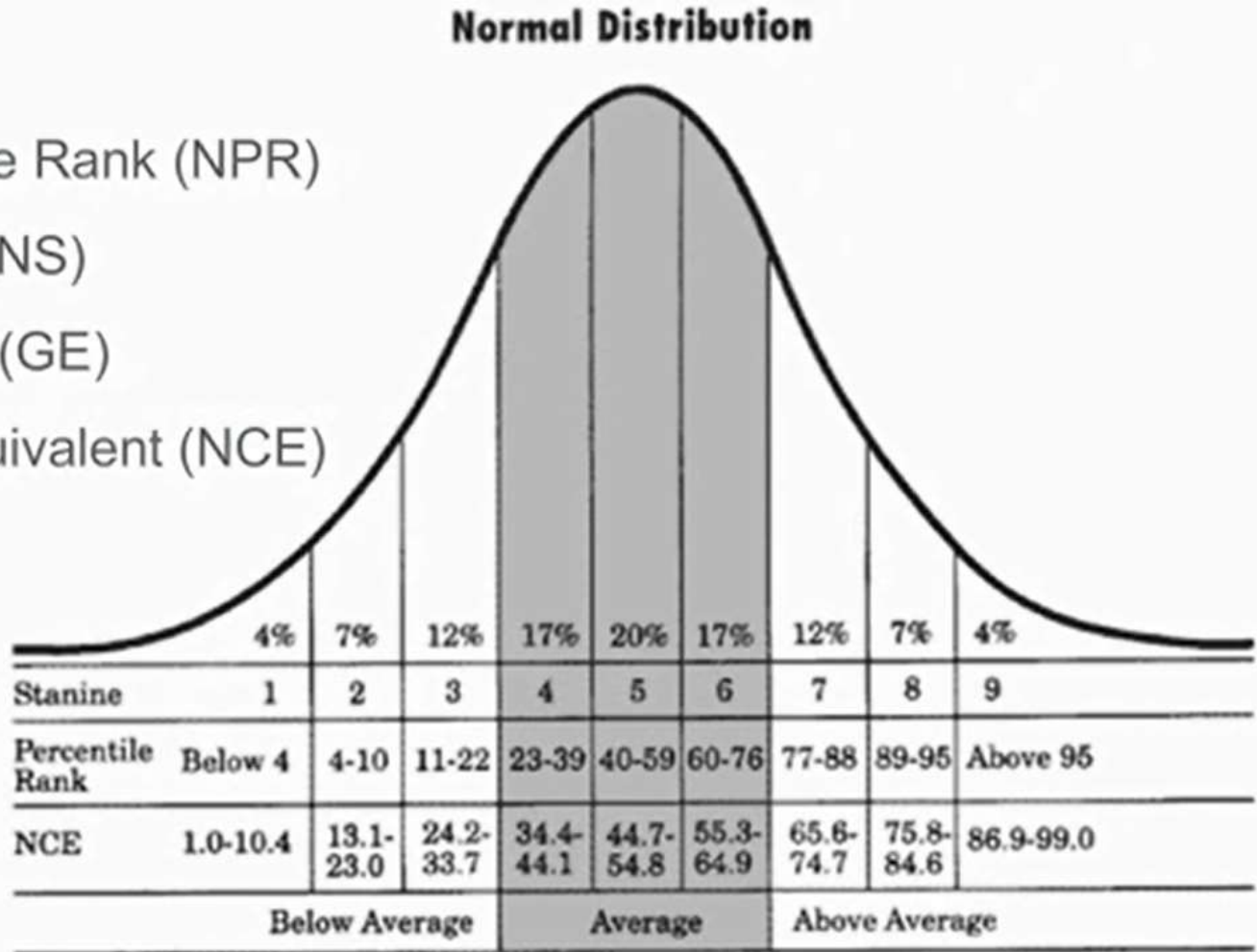
# Iowa Assessments Scores

- The *Iowa Assessments* provide 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)

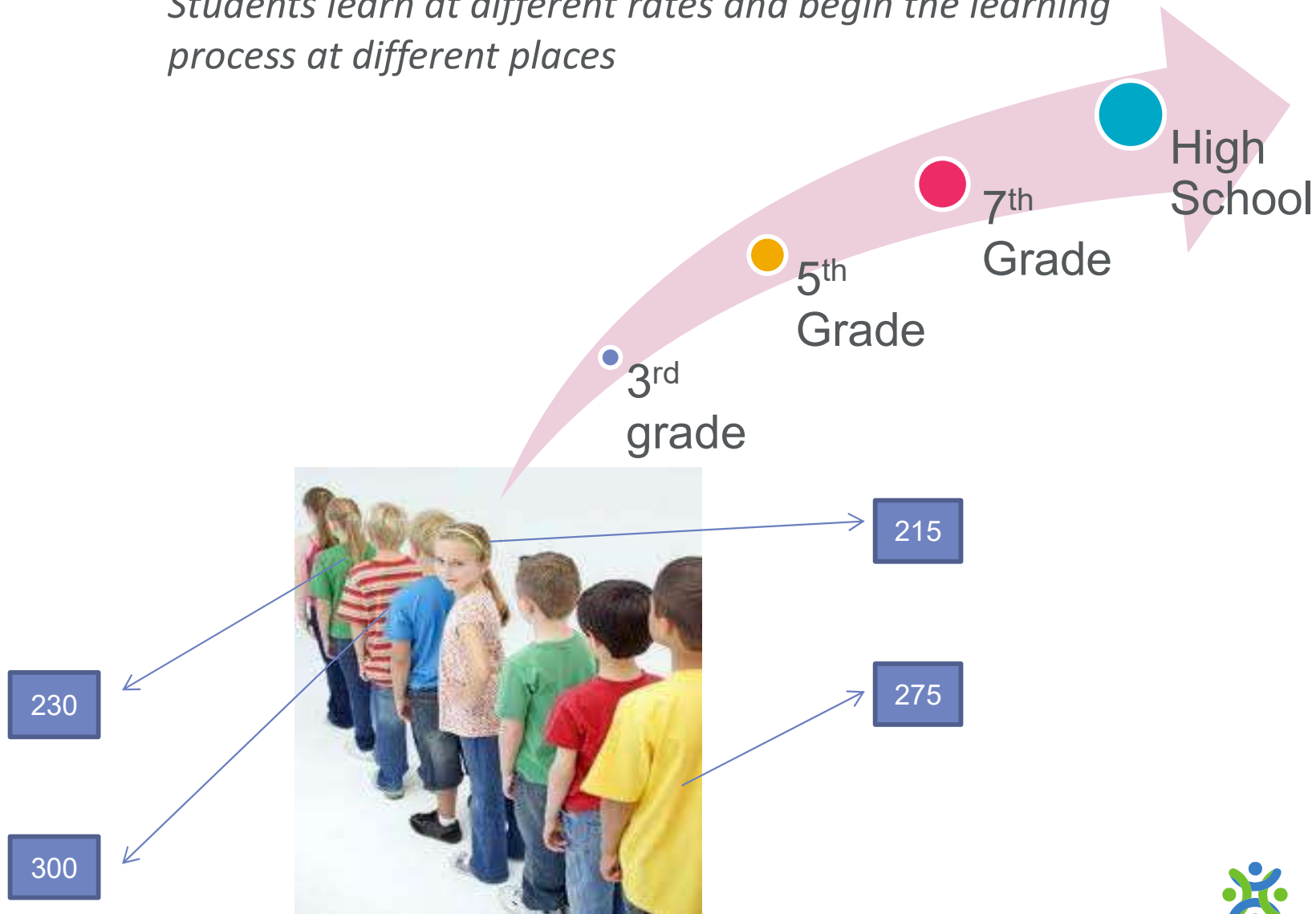


A Normal Distribution of Stanines, Percentile Ranks,  
Normal Curve Equivalents, and Performance Classifications



# Measuring Student Growth

*Students learn at different rates and begin the learning process at different places*



# Sample Reported Scores



## PERFORMANCE PROFILE FOR AZARIA GRABERT Iowa Assessments™

Class: LUIS  
Building: JAMES WEB  
District: S T A R District  
Region: Riverside Report Demo  
State: RD

Student: Grabert, Azaria  
Student ID: 67872933  
Form-Level: G-12  
Test Date: 11/2018  
Norms: Fall 2017  
Grade: 6

TESTS	SS		NPR		SCORES		NS		NCE		NPR GRAPH								
	SS	NPR	GE	NS	NCE	1	25	50	75	99									
Reading	275	94	11.8	8	83														
Written Expression	306	98	13+	9	92														
Conventions of Writing	309	99	13+	9	99														
Vocabulary	243	81	8.1	7	69														
<b>READING TOTAL</b>	<b>259</b>	<b>92</b>	<b>9.9</b>	<b>8</b>	<b>79</b>														
<b>ELA TOTAL</b>	<b>286</b>	<b>99</b>	<b>13+</b>	<b>9</b>	<b>99</b>														
Mathematics	230	63	7.0	6	57														
Computation	250	86	8.8	7	73														
<b>MATH TOTAL</b>	<b>237</b>	<b>74</b>	<b>7.7</b>	<b>6</b>	<b>63</b>														
<b>CORE COMPOSITE</b>	<b>262</b>	<b>92</b>	<b>10.1</b>	<b>8</b>	<b>80</b>														
Social Studies	262	87	10.0	7	74														
Science	260	84	9.8	7	71														
<b>COMPLETE COMPOSITE</b>	<b>261</b>	<b>90</b>	<b>10.0</b>	<b>8</b>	<b>77</b>														

### INTERPRETING THE REPORT

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, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate that each score can be thought of as falling within a range. Overlapping bands indicate results that are similar. Bands that do not overlap indicate results that are probably different.

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.

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".

■ = National Percentile Rank with confidence band

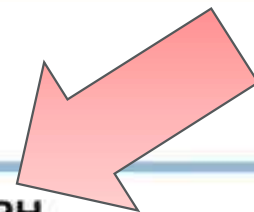
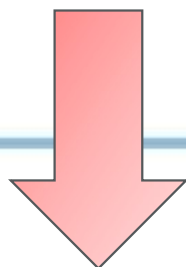
Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences		Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences		Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences		
						20	0 +20							20	0 +20							20	0 +20	
<b>Reading</b>								<b>Reading</b>								<b>Science (c)</b>								
Informational	28	28	89	64	+25			Domains							Physical Science	17	17	65	48	+17				
Literary	16	16	100	72	+28			Number Sense & Operations	19	19	58	57	+1		Cognitive Levels									
<b>Domains</b>								Alg. Patterns/Connections	16	16	50	46	+4		Essential Competencies	11	11	82	63	+19				
Vocabulary	6	6	100	70	+30			Data Analysis/Prob./Stats	13	13	85	52	+33		Conceptual Understanding	23	23	78	48	+30				
Explicit Meaning	13	13	92	89	+23			Geometry	10	10	80	52	+8		Extended Reasoning	5	5	60	47	+13				
Implicit Meaning	8	8	88	58	+30			Measurement	7	7	29	57	-28		<b>College Readiness</b>									
Key Ideas	8	8	88	62	+26			<b>Cognitive Levels</b>						Grade-Level Benchmarks										
Author's Craft	9	9	100	73	+27			Essential Competencies	16	16	75	62	+13		Reading	On Track								
<b>Cognitive Levels</b>								Conceptual Understanding	39	39	46	51	-5		Language	On Track								
Essential Competencies	8	8	88	71	+17			Extended Reasoning	10	10	80	44	+36		Mathematics	Not Yet On Track								
Conceptual Understanding	26	26	92	65	+27			<b>Computation</b>						Science	Not Yet On Track									
Extended Reasoning	10	10	100	68	+32			Domains						<b>Predicted ACT/SAT Scores</b>										
<b>Written Expression</b>								Compute with Whole Numbers	10	10	80	68	+12		ACT Composite	21-26								
<b>Domains</b>								Compute with Fractions	11	11	73	57	+18		SAT Critical Reading	430-560								
Usage & Grammar	6	6	83	56	+27			Compute with Decimals	9	9	100	50	+50		SAT Math	400-540								
Sentence Structure	10	10	100	54	+46			<b>Social Studies</b>																
Planning & Organization	16	16	75	48	+27			Domains																
Appropriate Expression	11	11	91	49	+42			History	12	12	67	49	+18											
<b>Cognitive Levels</b>								Geography	12	12	83	58	+25											
Essential Competencies	6	6	83	56	+27			Economics	8	8	63	45	+18											
Conceptual Understanding	23	23	96	49	+47			Civics & Government	7	7	86	56	+30											
Extended Reasoning	14	14	71	51	+20			<b>Cognitive Levels</b>																
<b>Conventions of Writing</b>								Essential Competencies	9	9	67	50	+17											
<b>Domains</b>								Conceptual Understanding	18	18	61	50	+11											
Spelling	32	32	94	60	+34			Extended Reasoning	12	12	100	57	+43											
Capitalization	25	25	92	53	+39			<b>Science</b>																
Punctuation	25	25	100	49	+51			Domains																
<b>Vocabulary</b>								Life Science	13	13	85	56	+29											
<b>Domains</b>								Earth & Space Science	9	9	89	56	+33											
Vocabulary	39	39	74	55	+19																			

SS = Developmental Standard Score NPR = National Percentile Rank GE = Grade Equivalent NS = National Stanine NCE = Normal Curve Equivalent

A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.

Numbers may not sum to 100% due to rounding. %C = Percent Correct No. Att = Number Attempted

# Sample Reported Scores



TESTS	SCORES							NPR GRAPH				
	SS	NPR	LPR	GE	NS	LS	NCE	1	25	50	75	99
Reading	230	65	69	7.0	6	6	58					
Written Expression	234	70	74	7.3	6	6	58					
Conventions of Writing	229	63	67	6.9	6	6	57					
Vocabulary	237	74	78	7.7	6	7	64					
<b>ELA Total</b>	233	<b>68</b>	<b>72</b>	7.3	<b>6</b>	<b>6</b>	<b>60</b>					
Mathematics	206	31	35	5.2	4	4	40					
Computation	203	27	31	5.0	4	4	37					
<b>Math Total</b>	205	<b>29</b>	<b>33</b>	5.1	4	4	<b>38</b>					
<b>Core Composite</b>	219	<b>50</b>	<b>54</b>	6.1	<b>5</b>	<b>5</b>	<b>50</b>					
Social Studies	213	41	45	5.7	5	5	45					
Science	202	26	30	4.9	4	4	36					
<b>Complete Composite</b>	213	<b>41</b>	<b>45</b>	5.7	<b>5</b>	<b>5</b>	<b>45</b>					

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## PERFORMANCE PROFILE FOR AZARIA GRABERT

Iowa Assessments™

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 Building: JAMES WEB  
 District: S T A R District  
 Region: Riverside Report Demo  
 State: RD

Student: Grabert, Azaria  
 Student ID: 67872933  
 Form-Level: G-12  
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TESTS	SCORES				NPR GRAPH					
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Social Studies	262	87	10.0	7	74					
Science	260	84	9.8	7	71					
<b>COMPLETE COMPOSITE</b>	<b>261</b>	<b>90</b>	<b>10.0</b>	<b>8</b>	<b>77</b>					

### INTERPRETING THE REPORT

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, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate that each score can be thought of as falling within a range. Overlapping bands indicate results that are similar. Bands that do not overlap indicate results that are probably different.

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.

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".

■ ■ = National Percentile Rank with confidence band

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences
						20 0 +20
<b>Reading</b>	28	28	89	64	+25	■■■■■
Informational	16	16	100	72	+28	■■■■■■■
Literary	12	12	79	52	+27	■■■■■■■
<b>Domains</b>						
Vocabulary	6	6	100	70	+30	■■■■■■■
Explicit Meaning	13	13	92	69	+23	■■■■■■■
Implicit Meaning	8	8	88	58	+30	■■■■■■■
Key Ideas	8	8	88	62	+26	■■■■■■■
Author's Craft	9	9	100	73	+27	■■■■■■■
<b>Cognitive Levels</b>						
Essential Competencies	8	8	88	71	+17	■■■■■■■
Conceptual Understanding	26	26	92	65	+27	■■■■■■■
Extended Reasoning	10	10	100	68	+32	■■■■■■■
<b>Written Expression</b>						
<b>Domains</b>						
Usage & Grammar	6	6	83	56	+27	■■■■■■■
Sentence Structure	10	10	100	54	+46	■■■■■■■
Planning & Organization	18	18	75	48	+27	■■■■■■■
Appropriate Expression	11	11	91	49	+42	■■■■■■■
<b>Cognitive Levels</b>						
Essential Competencies	6	6	83	56	+27	■■■■■■■
Conceptual Understanding	23	23	96	49	+47	■■■■■■■
Extended Reasoning	14	14	71	51	+20	■■■■■■■
<b>Conventions of Writing</b>						
<b>Domains</b>						
Spelling	32	32	94	60	+34	■■■■■■■
Capitalization	25	25	92	53	+39	■■■■■■■
Punctuation	25	25	100	49	+51	■■■■■■■
<b>Vocabulary</b>						
<b>Domains</b>						
Vocabulary	39	39	74	55	+19	■■■■■■■
<b>Mathematics</b>						
<b>Domains</b>						
Number Sense & Operations	19	19	58	57	+1	■■■■■■■
Alg. Patterns/Connections	16	16	50	46	+4	■■■■■■■
Data Analysis/Prob./Stats	13	13	85	52	+33	■■■■■■■
Geometry	10	10	60	52	+8	■■■■■■■
Measurement	7	7	29	57	-28	■■■■■■■
<b>Cognitive Levels</b>						
Essential Competencies	16	16	75	62	+13	■■■■■■■
Conceptual Understanding	39	39	46	51	-5	■■■■■■■
Extended Reasoning	10	10	80	44	+36	■■■■■■■
<b>Computation</b>						
<b>Domains</b>						
Compute with Whole Numbers	10	10	80	68	+12	■■■■■■■
Compute with Fractions	11	11	73	57	+16	■■■■■■■
Compute with Decimals	9	9	100	50	+50	■■■■■■■
<b>Social Studies</b>						
<b>Domains</b>						
History	12	12	67	49	+18	■■■■■■■
Geography	12	12	83	58	+25	■■■■■■■
Economics	8	8	63	45	+18	■■■■■■■
Civics & Government	7	7	86	56	+30	■■■■■■■
<b>Cognitive Levels</b>						
Essential Competencies	9	9	67	50	+17	■■■■■■■
Conceptual Understanding	18	18	81	50	+31	■■■■■■■
Extended Reasoning	12	12	100	57	+43	■■■■■■■
<b>Science</b>						
<b>Domains</b>						
Life Science	13	13	85	56	+29	■■■■■■■
Earth & Space Science	9	9	89	56	+33	■■■■■■■
<b>Science (c)</b>						
<b>Domains (c)</b>						
Physical Science	17	17	65	46	+17	■■■■■■■
<b>Cognitive Levels</b>						
Essential Competencies	11	11	82	63	+19	■■■■■■■
Conceptual Understanding	23	23	78	48	+30	■■■■■■■
Extended Reasoning	5	5	60	47	+13	■■■■■■■
<b>College Readiness</b>						
<b>Grade-Level Benchmarks</b>						
Reading	On Track					
Language	On Track					
Mathematics	Not Yet On Track					
Science	Not Yet On Track					
<b>Predicted ACT/SAT Scores</b>						
ACT Composite	21-26					
SAT Critical Reading	430-560					
SAT Math	400-540					

SS = Developmental Standard Score, NPR = National Percentile Rank, GE = Grade Equivalent, NS = National Norms, NCE = Normal Curve Equivalent

A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.

Numbers may not sum to 100% due to rounding. %C = Percent Correct. No. Att. = Number Attempted

# Domains/Cognitive Levels

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences*		
						-20	0	+20
<b>Reading</b>								
Informational Text	19	19	68	54	14			■
Literary Text	22	22	62	60	2			■
<b>Domains</b>								
Explicit Meaning	8	8	61	61	0			
Key Ideas	10	10	69	61	8			■
Author's Craft	9	9	59	57	2			■
Vocabulary	7	7	71	60	11			■
Implicit Meaning	7	7	65	48	17			■
<b>Cognitive Levels</b>								
Essential Competencies	15	15	76	71	5			■
Conceptual Understanding	14	14	63	58	5			■
Extended Reasoning	12	12	48	44	4			■
<b>Written Expression</b>								
<b>Domains</b>								
Planning/Organization	7	7	67	53	14			■
Usage/Grammar	8	8	65	62	3			■
Sentence Structure	6	6	78	67	11			■
Appropriate Expression	8	8	68	68	0			
Mechanics	6	6	72	59	13			■
<b>Cognitive Levels</b>								
Essential Competencies	13	13	81	76	5			■
Conceptual Understanding	11	11	63	59	4			■
Extended Reasoning	11	11	46	43	3			■

# Sample Reported Scores

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences*		
						-20	0	+20
<b>Science</b>								
<b>Domains</b>								
Physical Science	12	12	38	53	-15	-----		
Life Science	9	9	35	60	-25	-----		
Earth/Space Science	9	9	60	62	-2	-----		
<b>Cognitive Levels</b>								
Essential Competencies	11	11	58	69	-11	-----		
Conceptual Understanding	10	10	44	60	-16	-----		
Extended Reasoning	9	9	35	53	-18	-----		
<b>Information Literacy</b>								
<b>Domains</b>								
Locate/Process Information	12	12	42	57	-15	-----		
Interpret Information	10	10	38	58	-20	-----		
Analyze Information	8	8	42	44	-2	-----		
<b>College Readiness</b>								
<b>Grade-Level Benchmarks</b>								
Reading	On Track							
Language	Not Yet on Track							
Math	Not Yet on Track							
Science	Not Yet on Track							
<b>Predicted ACT/SAT Scores</b>								
ACT Composite	14-18							
SAT Math	320-440							
SAT Critical Reading	410-520							

# 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<sup>th</sup> grade
  - Predicted ACT and SAT scores
- Lexile<sup>®</sup> and Quantile<sup>®</sup> scores
- Dozens of Web-based reports
- Ability to export data to your student information system or an Excel spreadsheet



# Sample Reports



## Group Profile

Iowa Assessments™  
Form: E  
Test Date: 12/12/20  
Norms: Fall 2011

### Reading

No. Included = 20

### Informational

### Literary

### Vocabulary

### Explicit Meaning

### Implicit Meaning

### Key Ideas

### Author's Craft

### Essential Competenc

### Conceptual Understa

### Extended Reasoning

### Written Expression

No. Included = 20

### Usage & Grammar

### Sentence Structure

### Planning & Organizat

### Appropriate Expressi

### Essential Competenc

### Conceptual Understa

### Extended Reasoning

### Spelling

No. Included = 20

### Capitalization

No. Included = 20

### Punctuation

No. Included = 20

### Vocabulary

No. Included = 20

Gr  
Est  
lowa  
Test  
N

This  
stude  
stude

No. I  
Num

No. I  
Num

Rep  
Cop  
Rep  
Copy



## PROFILE NARRATIVE FOR JALEN CLARK BEAL

Iowa Assessments™

Class: VALLIERE  
Building: Longitudinal Bldg  
System: Training System  
State: DM

Student: Clark Beal, Jalen  
Student ID:  
Form-Level: E-12  
Test Date: 12/2012  
Norms: Fall 2011  
Grade: 6

Iowa Assessments	Test Scores			NPR Graph					
	PNPR	GE	NPR	1	10	25	50	75	90
Reading	6.2		50						
Written Expression	7.1		60						
Conventions of Writing	7.3		64						
Vocabulary	9.1		91						
<b>READING TOTAL</b>	<b>7.6</b>		<b>71</b>						
<b>ELA TOTAL</b>	<b>7.1</b>		<b>64</b>						
Mathematics	3.5		9						
Computation	3.9		10						
<b>MATH TOTAL</b>	<b>3.7</b>		<b>8</b>						
<b>CORE COMPOSITE</b>	<b>5.3</b>		<b>33</b>						
Social Studies	7.0		60						
Science	6.0		49						
<b>COMPLETE COMPOSITE</b>	<b>5.6</b>		<b>42</b>						

Legend	
GE	Grade Equivalent
LEXILE	Lexile Range
NPR	National Percentile Rank
PNPR	Predicted NPR
QUANTILE	Quantile Range

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.

Please contact your child's teacher if you need assistance with score interpretation.

Your student's Lexile® range is 805L-905L. Your student's Quantile® range is 465Q-565Q. Visit [www.metametricsinc.com](http://www.metametricsinc.com) for more information on the Lexile Framework for Reading and the Quantile Framework for Mathematics.



# Score Interpretation



## List of Student Scores (Scoring Service Print Style)

STUDENT NAME (1) ID Number (2) Student's Code A B C D E F G H I J K L M N O P Q Z	Birth Date (3) Age Form Program A B C D E F G H I J K L M N O P Q Z	English Language Arts										Mathematics										PREDICTED COLLEGE READINESS				
		Reading		Written Expression		Content of Writing		Vocabulary		ELA TOTAL		Mathematics		Math		COMPOSITE		Local		Science		COMPOSITE		ACT	SAT	SAT
		Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score
Anderson, Matthew	0196 13-07	14 E	(M)	SS 239	230	254	246	240	238	228	235	230	214	242	234	96-21	350-470	340-470								
Brady, Juliet	0196 13-07	14 E	(F)	SS 252	290	288	256	272	275	293	281	276	259	274	273	21-25	410-530	470-600								
Britt, Zeniyah	0196 13-09	14 E	(F)	SS 344	290	256	279	293	275	267	272	282	276	291	283	22-27	540-650	490-610								
Cajun, Francesca	0296 15-02	14 E	(F)	SS 179	164	160	212	181	179	184	181	181	147	178	175	8-13	200-300	200-300								
Carli, Simo	0296 13-09	14 E	(M)	SS 239	227	220	258	235	231	233	232	234	264	252	242	15-20	360-480	320-450								
Chamberlain, Sophie	0196 13-09	14 E	(F)	SS 252	315	308	243	281	245	233	241	261	264	279	265	19-24	380-500	360-510								

helps teachers and school administrators

Iowa:

**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
- Inform instruction
- Inform placement decisions
- Predict future performance
- Monitor growth
- Make comparisons
- Support accountability

**Report Elements** The sample *List of Student Scores* shown above is one page of a multi-page report that provides:

- 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 answer document to capture additional student information. If you used these codes, the data entered appear in each student’s entry.
- Names of the tests and composites and student scores** – Individual student scores are listed below the names of the subtests and composites.
- Predicted college readiness** – If the group is between the grades of 6 to 12, the final three columns will also provide the predicted ACT composite, SAT Reading composite, and SAT Mathematics composite scores.

Continued on next page...





# *DataManager – One Platform*

# DataManager – One Platform

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

- *Iowa Assessments*
- *IowaFlex*
- *CogAT*
- *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



## *Looking For More Information?*

For more information about the *Iowa Assessments* and *CogAT*, go to [www.purposefuldesign.com](http://www.purposefuldesign.com)

Select Assessment Support, then *Iowa Assessments*

- Materials Pricing Tool
- Scoring Cost Estimation Tool
- Quick Facts
- Product Information
- Complete the Connect with Us form
- Program Details

For additional assistance, contact ACSI Care Team

[careteam@acsi.org](mailto:careteam@acsi.org)

800-367-0798

# Why choose Iowa Assessments?

- K-12 assessment for *Iowa Assessments* and *CogAT*
- *Iowa Assessments* Form G introduced in 2017 (K-8)
- Evaluates student mastery of next generation skills & rigorous learning standards
- New 2017 National Norms (*Iowa Assessments* / *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<sup>®</sup> and Quantile<sup>®</sup> 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  
or for Association of Christian Schools International?

**Lisa Chubbic**, ACSI Assessment Program Manager

AssessmentSupport@acsi.org

719.867.0139

Interested in testing online?

**Gina Kinnard**, ACSI Assessment Program Coordinator

OnlineTesting@acsi.org

719.867.0246

***Thank You!***