Iowa Algebra Aptitude Test™

Determine Algebra Readiness

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Assessments Consultant

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National Academic Advisor

April, 2023
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

**Iowa Assessments**

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

**CogAT**

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

**FLEX**

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

**Iowa Algebra Aptitude Test**

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

Administration
- Paper/pencil
- Online

Questions
Why Administer the IAAT™?

The IAAT…

✓ measures a student’s math abilities in 4 pre-algebraic and algebraic areas

  • Grades 6 - college

✓ is the solution to, “how prepared and ready is this student to take Algebra I? What support will this student need to be successful when taking Algebra I?”

✓ gives schools the confidence to accurately place students in the appropriate secondary math class

✓ is administered in a group setting

  • 1 class period administration

  • Paper/pencil administration
Why Administer the IAAT™?

The IAAT…

✓ is research-based

✓ is nationally normed
  • Rigorous item review process
  • 7th & 8th graders from U.S. part of the process

✓ is correlated to course grades in Algebra I

✓ provides data for many uses
  • diagnostic information about a student’s math abilities
  • group students for instructional purposes
  • timely place students in algebra classes
Evidence Regarding Relationships with Algebra Grades

IOWA ALGEBRA APTITUDE TEST AND GRADE

GRADE

IOWA ALGEBRA APTITUDE TEST

F D- D+ C- C C+ B- B B+ A- A
Why Administer the IAAT™?

- Traditional
  - Algebra I
  - Geometry
  - Algebra II

- Integrated
  - Math I
  - Math II
  - Math III

- Accelerated
  - Algebra I and Geometry
  - Algebra II
  - Calculus
Correlation with the *Iowa Assessments™*

Same high standards of reliability and validity as the *Iowa Assessments™* Forms E, F, and G

- Number Skills & Concepts
- Interpreting Math Information
- Representing Relationships
- Using Symbols

- Number Sense & Operations
- Algebraic Patterns & Connections
- Data Analysis, Probability, & Statistics
- Measurement
- Geometry

*Correlation between the IAAT and the Iowa Assessments = .60*
Sample Items

Pre-Algebraic Number Skills & Concepts

Sample Exercise
S1 Sue led the basketball team in scoring in one-fourth of the games last season. If the team played 24 games, in how many was Sue the leading scorer?

A 4
B 6
C 8
D 20

Interpreting Mathematical Information

Directions: The camp director buys fresh peaches for the Girl Scout camp. The graph below shows the relationship between the number of bushels she buys (b) and their cost (c).

Using Symbols

Sample Exercise
S1 What is the cost of 15 bushels of peaches?

A $45  C $200
B $150  D $450

Sample Exercise
S1 \(X + Y = 10\)
If \(Y\) is made less, what must happen to \(X\)?

A \(X\) remains the same.
B \(X\) becomes greater.
C \(X\) becomes less.
D Not enough information is given.

Forms A & B
• Parallel
• 60 items each
Paper/Pencil Materials & Administration
Score Interpretation

**Raw Score**
- Number of items correct
- Composite raw score = sum of each section

**Standard Score**
- Converted from the raw score
- Growth score to show student progress over time

**Percentile Rank**
- Identifies student’s score position compared to national or local sample
- PR for subtests & composite

**Stanine**
- Normalized standard score from 1-9
- Identifies student’s status or relative achievement rank on the bell curve

**Normal Curve Equivalent**
- Normalized standard score
- Determines amount of growth among students over time
Report to Families

✓ Rationale for IAAT administration
  • Decide student math courses as they begin to study Algebra
  • Place students in challenging and appropriate difficulty level courses
  • Objective measure with teacher recommendation

✓ Description of each subtest

✓ Raw Score & Percentile Rank reported
  • Score per subtest & total score

✓ Student Profile
  • strong & weak areas
Online Administration
Item Response Analysis by Section

Item Response Analysis

Class Scores & Standard Performance

Performance Bands by Standards

Individual Student Performance Report

Student Achievement Level

 Ranked List of Student Scores Report

Longitudinal Analysis
# Item Response Analysis by Section

## IAAT - Item Response Analysis by Section

**GB - IAAT Form A**

The Item Response report displays each student's applicable scores. Each student's response to each question displays, and the results are highlighted by section according to the student's own achievement level on that section. The scores in each column can be sorted. Further, select each student's name to reveal their "Section Comparison Report" that displays their performance by section and the number of items by standard answered correctly. The Printer-Friendly version of reports requires Adobe Acrobat Reader, click here to download.

**Export To Excel**  |  **Export To PDF**

9 Assessments Scored | 12 Students Enrolled

- Advanced (64 - 100)
- Proficient (57 - 63)
- Not Proficient (0 - 36)

### Sections

<table>
<thead>
<tr>
<th>Sections</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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<td>88%</td>
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### Measurable Standard Correct Answers/Total Points Possible

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<td>A</td>
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<td>B</td>
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<td>B</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
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</tbody>
</table>

### Stanine Scores

| 69 | 71 | 99 | 85 | 90 | 85 | 61 | 90 | 63 |

### NCE

| 82 | 84 | 99 | 99 | 99 | 99 | 99 | 99 | 99 |

### Percentile Rank

| 64 | 86 | 94 | 99 | 99 | 99 | 99 | 99 | 99 |

### Student ID

- Bradyhaines, Kayla: RMSILS15Sa
- Brill, Lauren: RMSILS15Sa
- Brown, Bonnie: RMSILS15Sa
- Brownfogrey, Andreas: RMSILS15Sa
- Bryant, Jenna: RMSILS15Sa
- Burch, Cali: RMSILS15Sa
- Burgarella, Brennan: RMSILS15Sa
- Burch, Janelle: RMSILS15Sa
- Byrne, Joshua: RMSILS15Sa

### Number Correct

| 45/60 | 46/60 | 59/60 | 52/60 | 54/60 | 52/60 | 58/60 | 54/60 | 46/60 |

### Standard Score

| 164 | 185 | 194 | 174 | 176 | 174 | 158 | 178 | 159 |

### Percentile Rank

| 82 | 84 | 99 | 99 | 99 | 99 | 99 | 99 | 99 |

### NCE

| 69 | 71 | 99 | 85 | 90 | 85 | 61 | 90 | 63 |

### Stanine Scores

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- Burch, Janelle: RMSILS15Sa
- Byrne, Joshua: RMSILS15Sa

### Number Correct

| 45/60 | 46/60 | 59/60 | 52/60 | 54/60 | 52/60 | 58/60 | 54/60 | 46/60 |

### Standard Score

| 164 | 185 | 194 | 174 | 176 | 174 | 158 | 178 | 159 |

### Percentile Rank

| 82 | 84 | 99 | 99 | 99 | 99 | 99 | 99 | 99 |

### NCE

| 69 | 71 | 99 | 85 | 90 | 85 | 61 | 90 | 63 |

### Stanine Scores

| 69 | 71 | 99 | 85 | 90 | 85 | 61 | 90 | 63 |

### NCE

| 82 | 84 | 99 | 99 | 99 | 99 | 99 | 99 | 99 |

### Percentile Rank

| 64 | 86 | 94 | 99 | 99 | 99 | 99 | 99 | 99 |
Item Analysis Report

The Item Response Analysis report provides each student’s scores as applicable, as well as the achievement level of the student’s performance. Each student’s response to each distractor answered the most among the students in the class. Sort the questions by standard and view each question assessed on the assessment within this report. The printed reports requires Adobe Acrobat Reader, click here to download.

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<th>Question#</th>
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Most Common Distractor

- B | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% |
- C | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% |
- A | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% |
- D | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% |

% Students Selecting Distractor

- B | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% |
- C | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% | 11% |
- A | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% |
- D | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% | 22% |
## Class Scores & Standards Report

### Class Scores and Standard Performance

The Class Scores and Standard Performance report displays a Histogram with each student's overall score and the corresponding performance is grouped by achievement level, with the number of items each student answered correctly for each standard. Each student's scores are listed below:

#### Advanced (8 Students)

| Student          | NPR | Proficiency Level | 3 MD | 4 NF | 4 MD | 5 OA | 5 NF | 5 G | 6 RP | 6 NS | 6 EE | 6 G | 6 SP | 7 RP | 7 EE |
|------------------|-----|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Brill, Lauren    | 84  | Advanced          | 3/3  | 2/2  | 2/2  | 4/6  | 3/3  | 3/3  | 1/2  | 0/1  | 17/21| 3/3  | 3/5  | 1/1  | 4/5  |
| Brown, Bonnie    | 99  | Advanced          | 4/4  | 2/2  | 3/3  | 6/3  | 3/3  | 3/2  | 2/1  | 1/1  | 20/21| 4/4  | 5/5  | 1/1  | 5/5  |
| Brown, Gregory, Andreas | 95  | Advanced          | 3/3  | 3/3  | 3/3  | 3/3  | 3/3  | 1/2  | 1/1  | 19/21| 3/3  | 3/5  | 1/1  | 4/5  |
| Bryant, Jenna    | 97  | Advanced          | 3/3  | 2/2  | 3/3  | 6/3  | 3/3  | 3/3  | 1/2  | 1/1  | 19/21| 3/3  | 3/5  | 1/1  | 4/5  |
| Burch, Coll      | 95  | Advanced          | 4/4  | 2/2  | 3/3  | 6/3  | 3/3  | 3/3  | 1/2  | 0/1  | 17/21| 4/4  | 5/5  | 1/1  | 4/5  |
| Busch, Janelle   | 97  | Advanced          | 3/3  | 2/2  | 3/3  | 6/3  | 3/3  | 3/3  | 1/2  | 1/1  | 19/21| 3/3  | 3/5  | 1/1  | 4/5  |

#### Proficient (10 Students)

| Student          | NPR | Proficiency Level | 3 MD | 4 NF | 4 MD | 5 OA | 5 NF | 5 G | 6 RP | 6 NS | 6 EE | 6 G | 6 SP | 7 RP | 7 EE |
|------------------|-----|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Bradyhohn, Kayla | 82  | Proficient        | 3/3  | 1/2  | 2/2  | 4/6  | 3/3  | 3/3  | 1/2  | 1/1  | 15/21| 4/4  | 4/5  | 0/1  | 5/5  |
| Burgewitt, Freman| 79  | Proficient        | 3/3  | 1/2  | 1/2  | 4/6  | 1/3  | 3/3  | 2/2  | 1/1  | 15/21| 1/4  | 3/5  | 1/1  | 4/5  |
| Byrne, Joshua    | 73  | Proficient        | 3/3  | 1/2  | 3/3  | 2/3  | 1/3  | 3/3  | 2/2  | 1/1  | 15/21| 1/2  | 4/5  | 0/1  | 3/5  |

#### Not Tested (3 Students)

| Student          | NPR | Proficiency Level | 3 MD | 4 NF | 4 MD | 5 OA | 5 NF | 5 G | 6 RP | 6 NS | 6 EE | 6 G | 6 SP | 7 RP | 7 EE |
|------------------|-----|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Bowars, Cody     |     | Not Tested        | NS   | NS   | NS   | NS   | NS   | NS  | NS   | NS   | NS   | NS   | NS   | NS   | NS   | NS |
| Brady, Jordan    |     | Not Tested        | NS   | NS   | NS   | NS   | NS   | NS  | NS   | NS   | NS   | NS   | NS   | NS   | NS   | NS |
| Busse, Anna      |     | Not Tested        | NS   | NS   | NS   | NS   | NS   | NS  | NS   | NS   | NS   | NS   | NS   | NS   | NS   | NS |

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Performance Band by Standard

View student scores within achievement levels. The Performance Band report provides a list of students in each achievement level, each student's performance by standard within a performance band, and how each student performed at the standard level. The Printer-Friendly version of reports requires Adobe Acrobat Reader, click here to download.

To view the data that supports these graphs, let your mouse hover over a section. The number of students and their percentage in each band will appear.

Class Performance

Performance Level | G8 - IAAT Form A
--- | ---
Advanced (84 - 100) | 6 (67%)
Proficient (77 - 83) | 3 (33%)
Not Proficient (0 - 36) | 0 (0%)

*Numbers and percentages based on all students who have taken the assessment.

Performance by Standard Sets

Performance by Standards indicates the percentage of students in Class who achieved on the G8 - IAAT Form A.

<table>
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<tr>
<th>Standard Sets / Standards</th>
<th># Items</th>
<th>Avg Number Correct</th>
<th>Avg Percent Correct</th>
<th>Performance Bands</th>
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</thead>
<tbody>
<tr>
<td>Measurement and Data</td>
<td>4</td>
<td>3</td>
<td>80%</td>
<td>6 (67%) 3 (33%)</td>
</tr>
<tr>
<td>Represent and interpret data.</td>
<td>4</td>
<td>3</td>
<td>80%</td>
<td>6 (67%) 3 (33%)</td>
</tr>
<tr>
<td>[3.MD.B.3] Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step &quot;how many more&quot; and &quot;how many less&quot; problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph represents 5 pets.</td>
<td>4</td>
<td>3</td>
<td>80%</td>
<td>6 (67%) 3 (33%)</td>
</tr>
<tr>
<td>Number and Operations—Fractions</td>
<td>2</td>
<td>1</td>
<td>80%</td>
<td>6 (67%) 3 (33%)</td>
</tr>
<tr>
<td>Extend understanding of fraction equivalence and ordering</td>
<td>1</td>
<td>0</td>
<td>60%</td>
<td>6 (67%) 3 (33%)</td>
</tr>
<tr>
<td>[4.NFA.1] Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b)</td>
<td></td>
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</tr>
</tbody>
</table>
Individual Student Performance Report

Student: Emily Johnson
Grade: 7th
Date: 05/10/2021

Student Information:
Name: Emily Johnson
Grade: 7th
Date: 05/10/2021

Student Performance:
Total Score: 25
Score Range: 20-25
Percentage: 80%
Score Category: High

Student Information:
Name: Emily Johnson
Grade: 7th
Date: 05/10/2021

Student Performance:
Total Score: 25
Score Range: 20-25
Percentage: 80%
Score Category: High

Question:
How did Emily Johnson perform in the Individual Student Performance Report?

Answer:
Emily Johnson performed well in the Individual Student Performance Report with a total score of 25, which is within the score range of 20-25 and represents a percentage of 80%. This indicates that Emily has a high Level of Performance in the subject matter covered by the Individual Student Performance Report.
Student Achievement Level
Student Report
# Ranked List of Student Scores Report

The Ranked List of Student Scores report provides each student's Raw Score and National Percentile Rank for each part assessed on the Iowa Algebra Aptitude Test™ as well as for the overall assessment. The Printer-Friendly version of reports requires Adobe Acrobat Reader; click here to download.

## Select the Part:

- **All**
- **Part 1**
- **Part 2**
- **Part 3**
- **Part 4**

## Table

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<td>Bonnie, Brown</td>
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<td>54</td>
<td>96</td>
<td>Jordan, Busch</td>
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<td>07</td>
<td>Jenna, Bryant</td>
<td>RMS115SG8</td>
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<td>Jordan, Brady</td>
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