IowaFlex Grades K-1: Teacher

**Purpose**: To identify the overall class performance on IowaFlex, the number of student scores within each performance stage, and the percentage of tested students in each performance level descriptor. Results can be used to identify student strengths and weaknesses by standard, create instructional groups, inform program placement, identify the need for remediation & extension activities by student and skill, and determine trends within the class for whole group, small group, and individual instruction.

**Dashboard Filters** - The Test Event in which the scores live, the grade level of your students, the students for whom you want to view their data, and the population filters to include to sort data, if desired.

**Subject & Total** - The subject area assessed and the number of students in the class who tested.

**Test Level Performance Area** - Each student’s raw score lives in 1 of 5 performance stages. This report shows the number & percentage of student scores in each stage.

**Student Roster** - Identifies each student's achieved performance stage and performance level descriptor for the assessment administration. Click the arrows in the top row to sort students, performance level stages, and performance level descriptors in ascending or descending order.

**Print Reports** - Click the “Print Dashboard” icon to print the page according to the selections on the current screen (computer screen captures an image). Click the “Print Student Profile” icon to print 1 or more Student Profile Narrative reports.
This report best answers:

- How many of my students are in each performance stage? What skills are groups of students able to do, and what are they ready to learn next?
- In which performance stage are most students? Is this the expected stage at this time of year for them?
- How can I group my students for instructional purposes?
- What goals need to be created for each group of students and/or for individual students to progress their learning from this test administration to the next testing session? What are the associated skills and standards that these students will need to achieve?

**Performance Level Descriptors** - Each student’s raw score lives within one level in a designated performance level descriptor. Each performance stage contains 2 or 3 performance levels, to identify the specific skills the student can do and those skills the student is ready to learn or needs to practice.

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**Report access in DataManager:**

- **Reports** → *iowaFlex* Dashboard
- **Test Event**: Select the test administration in which you want to review performance
- **Student**: Select the students for data review
- **Population**: Filter the data for subgroups
This report best answers:

- How many of my students are in each performance stage? What skills are groups of students able to do, and what are they ready to learn next?
- In which performance stage are most students? Is this the expected stage at this time of year for them?
- How can I group my students for instructional purposes?
- What goals need to be created for each group of students and/or for individual students to progress their learning from this test administration to the next testing session? What are the associated skills and standards that these students will need to achieve?

Questions for Investigation

- How many students are in each performance stage in your class? Reflecting on the time of year IowaFlex was administered and the grade level of these students, is the number of students in each stage at the expected rate? Click any of the colored bars to view the names of students in each performance stage.

- In the Student Roster report, click the PLD (second column) up & down arrows to sort the students by performance stage. Are there any students you thought might be in a different stage at this time? Print the screen to have as a reference. Students in each performance level stage can form an instructional group.

- With students sorted by performance stage, in which performance level descriptor are each of your students, within each stage? Click a performance level descriptor in the right-hand column of the report. Scroll to the lower portion of the report to view the skills associated with that performance level descriptor, as well as the “I Can,” “I Need More Practice,” and “I Am Ready To” statements. Students within each stage and performance level descriptor can form an instructional group.

- Compare each student’s performance level stage and descriptor to a previous administration. How has the student’s stage and descriptor changed from one administration to the next?

- What is at least one goal for each student/group of students for the next administration?

Next Reports for Review

- **Student Profile Narrative** – Provides the level skill description in which the student’s overall raw score resides, as well as the standards the specific student is able to do and those standards on which the student is still working or is ready to learn.
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This report best answers:

- How many of my students are in each performance stage? What skills are groups of students able to do, and what are they ready to learn next?
- In which performance stage are most students? Is this the expected stage at this time of year for them?
- How can I group my students for instructional purposes?
- What goals need to be created for each group of students and/or for individual students to progress their learning from this test administration to the next testing session? What are the associated skills and standards that these students will need to achieve?

**Assessment Design**

*IowaFlex* for students in Kindergarten and grade 1 is a multi-stage adaptive achievement assessment. It is designed for students to show their journey of becoming independent readers and problem solvers (independent learners). Students will move through the 5 performance stages at a different pace, with the goal of being in the Independent stage, ready for *IowaFlex* grades 2-8.

*IowaFlex* K-1 is designed with mastery in mind. Each student begins their first administration of *IowaFlex* at the Pre-Emerging level. Based on their performance, they either remain in the Pre-Emerging stage (or move within a stage to a 1, 2, or 3 performance level descriptor), or they move to the Emerging stage. Students receive “I Can,” “I Need More Practice To,” and/or “I Am Ready To” statements based on their raw score within a performance level.

With *IowaFlex* K-1, each student must master the skills in each stage to move to the next performance stage. Performance stages cannot be skipped. The minimum number of times for assessment in a two-year period is five times, for the opportunity to show mastery of the skills in the Independent stage.

**Key Insights**

- Determine the performance stage in which most students' scores in your class live, to reflect on needed support and resources, program placement, and extended learning activities.
- View the students in each performance stage and performance level descriptor to identify the specific skills students are able to do and those for which they need support or are ready to learn.
- Create instructional groups based on “I Need More Practice to” and “I Am Ready to” statements, for remediation and extension of the learning.