FORMS E and F

Product Guide

Version 3

Iowa Assessments™

ADOPT

Plan | Administer | Finalize | Interpret | Implement

FORMS E and F

Product Guide

Developed at The University of Iowa by

Iowa Testing Programs

Acknowledgments

Photographs

Houghton Mifflin Harcourt

Riverside

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Part 1: About This Guide

Purpose

The *Iowa Assessments™ Product Guide* helps school administrators and test coordinators understand and select *Iowa Assessments* products and services in preparation for ordering.

This guide supports the **Adoption** phase of the assessment life cycle. As you consider your purposes for testing, use this guide to learn about the options for testing with the *Iowa Assessments* so that you can select and order the products that best meet your testing needs.

ADOPT	PLAN	ADMINISTER	FINALIZE	INTERPRET
Understand your options and make informed decisions	Get organized and prepare for testing	Administer the tests according to the directions	Prepare answer documents for scoring	Analyze test results and communicate with students, parents, and staff
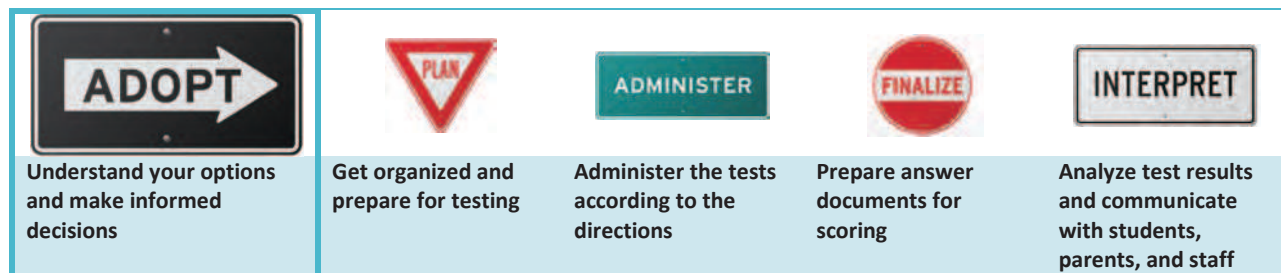
Getting More Help

If you need help beyond the information provided in this guide, please make use of the following resources:

- Your Riverside Assessment Consultant

- Riverside Customer Service
  E-mail: RPC_Customer_Service@hmhco.com
  TEL: 1-800-323-9540

Part 2: About the *Iowa Assessments*

What are the *Iowa Assessments*?

The *Iowa Assessments* are achievement tests that assess students' skills in Reading, Language, Mathematics, Social Studies, and Science. The tests assess both foundational skills and higher-order thinking skills and provide national and local comparisons.

Testing with the *Iowa Assessments* can provide information that may be used to improve instruction and student learning. Teachers can use test results both to inform parents of an individual student's progress and to evaluate the progress of an entire class. Educators can monitor growth by comparing results from multiple test administrations to determine whether individuals and groups are progressing as planned. Achievement tests also help identify strengths and weaknesses in different learning areas by serving as a supplement to teacher observations and other classroom assessments. Weaknesses can help explain learning difficulties in related areas and form a basis for improving instruction, while strengths can provide a foundation on which to build additional skills.

The **Iowa Assessments** *were developed at the University of Iowa and are backed by a tradition of more than 70 years of educational research and test development.*

What are the purposes for testing with the *Iowa Assessments*?

The *Iowa Assessments* have been designed, developed, researched, and validated to support a variety of important educational purposes. These purposes require the collection and use of information that describes either the individual student or groups of students.

Identifying the testing purposes that are most important to your school or school system will help you determine how best to interpret test results. The following examples of appropriate uses of results from the *Iowa Assessments* show how the tests can support a broad range of educational decisions.

Identify strengths and weaknesses – Make relative comparisons by content area of student performance for both groups and individuals.

Inform instruction – Make student-centric decisions about personalized instruction.

Monitor growth – Measure change in student performance over time, both at the group and individual level, with a valid and reliable scale.

Determine college readiness – Compare student achievement levels to established benchmarks, tracking academic preparedness.

Measure mastery of core standards – Determine the degree to which students have mastered core learning standards.

Implement Response to Intervention (RTI) – Identify students who may benefit from intensive, systematic learning interventions.

Inform placement decisions – Place students into appropriate groups, levels, and programs.

Make comparisons – Compare student performance to that of local, state, and national groups according to research-based evidence.

Evaluate programs – Guide administrative evaluation of the effectiveness of instructional programs, professional development, and curriculum.

Predict future performance – Apply current assessment results to project student performance on future assessments and adjust programs accordingly.

Support accountability – Provide reliable and valid data to support school-system and state reporting requirements.

What test levels and batteries are available?

The *Iowa Assessments* are available in 12 levels for grades K–12. Test levels are numbered to correspond roughly to the chronological ages of the students for whom they are best suited. The table below shows how test levels relate to age and grade levels.

Test Level	Age	Grade Level
5/6	6	K.8–1.9
7	7	1.7–2.5
8	8	2.5–3.5
9	9	3.0–3.9
10	10	4.0–4.9
11	11	5.0–5.9
12	12	6.0–6.9
13	13	7.0–7.9
14	14	8.0–8.9
15	15	9.0–9.9
16	16	10.0–10.9
17/18	17–18	11.0–12.9

Batteries

The *Iowa Assessments* can be administered either as a Complete, Core, or Survey Battery. The table on page 6 shows the tests available for each battery by level.

Complete Battery – The Complete Battery consists of the entire collection of tests in order to measure the broadest range of skills.

Core Battery – The Core Battery consists of the same tests as the Complete Battery except the Science and Social Studies tests, which are not included.

Survey Battery – The Survey Battery consists of the Language or Written Expression test and a subset of questions from the Reading and Mathematics tests.

Information to help you select the appropriate test levels and batteries is presented in Part 3, beginning on page 23.

Test levels

Test levels are numbered to correspond roughly to the chronological ages of the students for whom they are best suited.

What is a battery?

A battery *is a set of tests generally standardized on the same population and designed to be administered as a unit. Scores can be computed and interpreted for each individual test as well as for the entire battery. The scores on the individual tests are usually scaled so that they can be readily compared or used in combination for decision making.*

Content Areas in Each Battery

The following table shows the tests in each battery by level. (Refer to Appendix A for detailed descriptions of the tests.)

Level	Grade	Battery		Survey
		Complete (Core in Bold)		**Survey**
Level 5/6	K	Vocabulary Word Analysis Listening (Core Battery not available for Level 5/6)	Language Mathematics Reading (2 parts)	(Survey Battery not available for Level 5/6)
Levels 7 and 8	1–2	**Vocabulary** **Word Analysis** **Reading (2 parts)** **Listening** **Language**	**Mathematics (2 parts)** **Computation** Social Studies Science	Reading Language Mathematics
Levels 9–14	3–8	**Reading (2 parts)** **Written Expression** **Mathematics (2 parts)** Science Social Studies **Vocabulary**	**Spelling** **Capitalization** **Punctuation** **Computation** **Word Analysis (Level 9 only)** **Listening (Level 9 only)**	Reading Written Expression Mathematics
Levels 15–17/18	9–12	**Reading** **Written Expression** **Mathematics** Science	Social Studies **Vocabulary** **Computation**	(Survey Battery not available for Levels 15–17/18)

What are the administration times for each battery?

The following table shows the testing times and number of questions for each level and battery. (Appendix C provides the testing time and number of questions for each test.)

Level	Battery	Testing Time	Total Number of Questions
Level 5/6 (Grades K and 1)	Complete	2 hr, 40 min.[1]	187
Level 7 (Grade 1)	Complete	4 hr, 10 min.[1]	278
	Core	3 hr, 20 min.[1]	220
	Survey	1 hr, 35 min.[1]	91
Level 8 (Grade 2)	Complete	4 hr, 10 min.[1]	297
	Core	3 hr, 20 min.[1]	239
	Survey	1 hr, 35 min.[1]	104
Level 9 (Grade 3) **Without** optional Word Analysis and Listening tests	Complete	4 hr, 55 min.	304
	Core	3 hr, 45 min.	244
	Survey	1 hr, 40 min.	82
Level 9 (Grade 3) **With** optional Word Analysis and Listening tests	Complete	5 hr, 40 min.[2]	365
	Core	4 hr, 30 min.[2]	305
Level 10 (Grade 4)	Complete	4 hr, 55 min.	335
	Core	3 hr, 45 min.	267
	Survey	1 hr, 40 min.	88
Level 11 (Grade 5)	Complete	4 hr, 55 min.	361
	Core	3 hr, 45 min.	287
	Survey	1 hr, 40 min.	93
Level 12 (Grade 6)	Complete	4 hr, 55 min.	381
	Core	3 hr, 45 min.	303
	Survey	1 hr, 40 min.	99
Level 13 (Grade 7)	Complete	4 hr, 55 min.	402
	Core	3 hr, 45 min.	320
	Survey	1 hr, 40 min.	104
Level 14 (Grade 8)	Complete	4 hr, 55 min.	422
	Core	3 hr, 45 min.	336
	Survey	1 hr, 40 min.	110
Levels 15–17/18 (Grades 9–12)	Complete	3 hr, 55 min.	302
	Core	2 hr, 35 min.	204

[1] For Levels 5/6, 7, and 8, tests are untimed; testing times are approximate.
[2] At Level 9, the Word Analysis and Listening tests are read aloud by the test administrator; testing times are approximate.

Do I have to administer all the tests in a battery?

It is not necessary to administer all the tests in a battery; however, in order to obtain total and composite scores on score reports, you must administer certain tests. For example, to obtain an English Language Arts Total for Level 5/6 tests, you must administer the Reading, Language, and Vocabulary tests.

Appendix B, beginning on page 63, identifies which tests must be administered in order to obtain a particular total or composite score on score reports and how the scores are calculated.

Use this information for the following purposes:

- to make decisions about which tests must be given to ensure that all the scores needed by the school will be obtained

- to help interpret scores that appear on the various score reports

All total and composite scores are obtained by combining the standard scores from the component tests. The total and composite standard scores can then be converted to percentile ranks, grade equivalents, or other types of scores to provide additional information that helps with interpretation.

How are the tests administered?

Modes of Administration

There are three modes of administration for the *Iowa Assessments*.

Paper-and-pencil testing with central scanning of answer documents – Students mark their answers in machine-scorable test booklets or answer documents purchased from Houghton Mifflin Harcourt—Riverside®. Test booklets and answer documents are sent to Riverside Scoring Service™ for scanning and scoring.

Paper-and-pencil testing with local scanning of answer documents – Students mark their answers in plain-paper answer documents that you download from the Riverside *DataManager*™ system and print at your school system or school. Answer documents are scanned using equipment at your school system or school and the scan file is transmitted to Riverside Scoring Service for scoring.

Online testing – Students take the tests online through the Riverside *DataManager* system. Answers are transmitted to Riverside Scoring Service for scoring. For more information about *DataManager*, see page 48.

All Levels 5/6–8 tests are proctor led or can be administered with audio. With the exception of the proctor-led or audio-based Level 9 Word Analysis and Listening tests, all Levels 9–17/18 tests are self paced.

Once a student begins testing in a given mode, he or she should complete the test in that mode. If a situation arises that necessitates switching the mode of testing mid-assessment (for example, from online to paper-and-pencil), the best practice is to have the student start again from the beginning and complete the entire assessment using one mode of testing.

Nature of the Questions

At Levels 5/6, 7, and 8, all questions are in multiple-choice format. Response choices are presented in pictures, letters, numerals, or words, depending on the test and level. Students hear questions for all tests except the following:

- most of the Reading test at Level 5/6

- all of the Reading test at Levels 7 and 8

- all of the Vocabulary test at Levels 7 and 8

- parts of the Computation test at Levels 7 and 8

- parts of the Science and Social Studies tests at Level 8

At Levels 9–14, all questions are in multiple-choice format. Students hear parts of the Word Analysis and Listening tests in Level 9.

At Levels 15–17/18, all questions are in multiple-choice format.

Method of Marking Responses

For online testing, students use the mouse or number or letter keys to select answers.

For paper-and-pencil testing, there are several types of answer documents in which students mark their answers:

At Levels 5/6, 7, and 8, students use machine-scorable test booklets in which they mark their answers.

At Level 9, there is an option to use either machine-scorable test booklets, which allow students to mark their answers directly in the test booklets, or reusable test booklets and separate answer documents.

At Levels 10–17/18, students use reusable test booklets and separate answer documents.

See "Testing Materials" on page 35 for descriptions of the test booklets and answer documents.

Can more than one level of the *Iowa Assessments* be administered in the same classroom?

Depending on the levels, you can administer more than one level of the *Iowa Assessments* in the same testing room simultaneously. This is helpful in split classrooms and when one or more students in a single-grade class are testing off level. The following levels can be tested together:

- Levels 9–14 (At Level 9, if students are taking the paper-and-pencil tests, they must use reusable test booklets.)

- Levels 15–17/18

Can the *Iowa Assessments* be administered to students with special needs?

The *Iowa Assessments* can be administered with accommodations or modifications to students whose special needs may make it difficult for them to demonstrate their achievement when standard testing procedures are used.

A testing **accommodation** refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of a student's special needs on the assessment process so that the student is assessed on an equal footing with all other students. Testing accommodations do not change the *kind* of achievement being measured; they change *how* that achievement is measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

A testing **modification** is a change in the procedures for administering a test that may affect the constructs being measured. For example, reading aloud the Reading test represents a modification. A modification is sometimes necessary when an accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. Local, school-system, or state policy usually determines whether these scores should be interpreted differently.

Most students requiring accommodations or modifications will have been identified as eligible for special education services and will have an Individualized Education Program (IEP), an Individualized Accommodation Plan (IAP), or a Section 504 Plan. The IEP or other plan ordinarily indicates whether the student should receive testing accommodations or modifications during standardized assessments and what the nature of those accommodations or modifications should be.

Appendix D, beginning on page 77, provides descriptions of accommodations that may be provided. Because the purpose of an accommodation is to reduce the impact of the student's special needs on the assessment process, the student's responses should be the same as what we would expect the student to make if that student had no special needs. In most cases, you can use scores for the student who receives accommodations in the same ways you would use the scores for other students.

Typical Accommodations

Test read aloud

Separate testing location

Directions repeated

Assistance with the answer document

Assistance with the online test

Off-level test administered

Extended time

Large-print test booklet

Test administered by ELL teacher

Provision of English/native language word-to-word dictionary

Small group/individual administration

Large-Print Edition

A large-print edition of the Iowa Assessments *is available at Levels 7–17/18 for students with visual impairments.*

Other accommodations noted in a student's IEP but not included in Appendix D may also be used. However, they should be used only if doing so will not alter the nature of the achievement that the test is intended to measure.

Testing with the Braille Edition

Students who use braille materials regularly with their classroom instruction may benefit from testing with the Braille Edition of the *Iowa Assessments*. The Braille Edition of the *Iowa Assessments* Form E is equivalent to the regular edition. You can, therefore, interpret test results in the same manner for students tested with either edition.

Can the *Iowa Assessments* be administered to ELL students?

The *Iowa Assessments* can be administered to English language learners (ELLs). Depending on the level of English language proficiency, some students may benefit from receiving accommodations during testing. The purpose of using accommodations with English language learners is to be able to measure skills and knowledge related to the curriculum without significant interference from their limited opportunity to learn English and use it during assessment. Local, school-system, or state guidelines should be followed when making decisions related to accommodations for ELL students.

For descriptions of the accommodations that may be provided at each level, refer to "Appendix D: Accommodations" beginning on page 77.

Can *Iowa Assessments* scores be combined with *CogAT* scores?

Combined reporting of scores from the *Iowa Assessments* and the *Cognitive Abilities Test*™ (*CogAT*®) produces reports that display both achievement and abilities scores. Reports that can display both *Iowa Assessments* and *CogAT* results include the following:

- *List of Student Scores*

- *Class Summary, Building Summary,* and *System Summary*

- *Student Profile Narrative*

There are four methods for setting up testing so that you can obtain combined reporting. The table on page 16 summarizes these four methods and the testing materials needed for each method.

Important   Scores from Form E or Form F of the *Iowa Assessments* can be reported only with scores from Form 7 of *CogAT*. Similarly, **predicted scores** (using *CogAT* results to predict *Iowa Assessments* performance) are available only if *CogAT* Form 7 is given with *Iowa Assessments* Form E or Form F.

For all methods, select the *Iowa Assessments/CogAT* combined options on the Order Form for Riverside Scoring Service (OSS).

***About the* Cognitive Abilities Test *(CogAT)*

The Cognitive Abilities Test *is an integrated series of tests for students in grades K–12. The primary purpose of* CogAT *is to assess students' abilities in reasoning and problem solving; however, it can also be used to obtain predicted achievement scores when administered with the* Iowa Assessments.

Methods for Receiving Combined Reporting of *Iowa Assessments* and *CogAT* Scores

Method	Planning Requirements	Outcome
Paper-and-Pencil Testing with Central Scanning of Answer Documents		
Submit combined answer documents for *Iowa Assessments* and *CogAT*.	• Order combined answer documents. NOTE: This method cannot be used with machine-scorable test booklets from Levels 5/6, 7, or 8 or the machine-scorable version of *Iowa Assessments* Level 9. For the most accurate combined score reports at those levels, order barcode labels for the machine-scorable test booklets. • Administer *Iowa Assessments* and *CogAT* in the same testing time frame.	This method produces the most accurate reports because there is no need to match separate answer documents.
Submit separate *Iowa Assessments* and *CogAT* answer documents (both with barcode labels).	• Order *Iowa Assessments* answer documents and *CogAT* answer documents. • Use barcode labels for every student taking *Iowa Assessments* and *CogAT*. • Administer *Iowa Assessments* and *CogAT* in the same testing time frame. • Submit answer documents to Riverside Scoring Service at the same time.	This method produces accurate matches between answer documents with matching barcode labels.
Submit separate answer documents (without barcode labels) for *Iowa Assessments* and *CogAT* under the same class header sheet.	• Order *Iowa Assessments* answer documents and *CogAT* answer documents. • Administer *Iowa Assessments* and *CogAT* in the same testing time frame. • Ensure that each student's name, birth date, and gender are marked identically on both answer documents. • Submit answer documents to Riverside Scoring Service at the same time.	• Riverside Scoring Service matches answer documents based on identical demographic data, such as student name, date of birth, and gender. Differences in coding student demographic data may prevent the proper match of some answer documents. • Riverside Scoring Service matches an *Iowa Assessments* answer document and a *CogAT* answer document based on demographic data from the *Iowa Assessments* document.
Order combined *Iowa Assessments* and *CogAT* reports using *CogAT* scores from an earlier test administration.	Confirm assessment form compatibility: Scores from *Iowa Assessments* Form E or Form F can be reported with scores from Form 7 of *CogAT. CogAT* Form 7 will provide predicted *Iowa Assessments* Form E or Form F scores.	• Riverside Scoring Service data repository links the new *Iowa Assessments* scores for each student with previously stored *CogAT* scores for that student. • As long as historical data for a given student exist, this score-matching capability allows for the generation of *Iowa Assessments* longitudinal reports as well as combined *Iowa Assessments*/*CogAT* reports.

Continued on next page…

Methods for Receiving Combined Reporting of *Iowa Assessments* and *CogAT* Scores, *continued*

Method	Planning Requirements	Outcome
Paper-and-Pencil Testing with Local Scanning of Answer Documents		
Scan separate *Iowa Assessments* and *CogAT* answer documents.	• Locally print *Iowa Assessments* answer documents and *CogAT* answer documents. • Administer *Iowa Assessments* and *CogAT* in the same testing time frame. • Scan answer documents locally and submit the data file to Riverside Scoring Service for scoring.	This method produces accurate matches between plain-paper answer documents.
Order combined *Iowa Assessments* and *CogAT* reports using *CogAT* scores from an earlier test administration.	Confirm assessment form compatibility: Scores from *Iowa Assessments* Form E or Form F can be reported with scores from Form 7 of *CogAT. CogAT* Form 7 will provide predicted *Iowa Assessments* Form E or Form F scores.	• Riverside Scoring Service data repository links the new *Iowa Assessments* scores for each student with previously stored *CogAT* scores for that student. • As long as historical data for a given student exist, this score-matching capability allows for the generation of *Iowa Assessments* longitudinal reports as well as combined *Iowa Assessments/ CogAT* reports.
Online Testing		
Order combined *Iowa Assessments* and *CogAT* reports using *CogAT* scores from an earlier test administration.	Confirm assessment form compatibility: Scores from *Iowa Assessments* Form E or Form F can be reported with scores from Form 7 of *CogAT. CogAT* Form 7 will provide predicted *Iowa Assessments* Form E or Form F scores.	• Riverside Scoring Service data repository links the new *Iowa Assessments* scores for each student with previously stored *CogAT* scores for that student. • As long as historical data for a given student exist, this score-matching capability allows for the generation of *Iowa Assessments* longitudinal reports as well as combined *Iowa Assessments/ CogAT* reports.

What types of reports are available?

Riverside offers both paper and web-based reports. Paper reports are available through Riverside Scoring Service. For information on ordering paper reports, see "How do I order scoring services?" on page 44. Web-based reports are available through the Riverside *DataManager* system 24 hours after students finish the test. It is not necessary for all tests within the battery to be complete in order to receive results for any given test. For more information about *DataManager*, see page 48. Please check with your Riverside Assessment Consultant for report availability.

Paper Reports

The table below describes each paper report; refer also to the table on page 31, which shows the reports best suited for specific testing purposes. For more information on each report, consult the *Riverside Education Assessments Catalog* available at the following location: www.riversidepublishing.com/catalog/index.html.

Iowa Assessments Paper Reports			
Report Title	**Type**	**Time Span**	**Description of Report Contents**
List of Student Scores			Class listing of scores from the *Iowa Assessments* or the *Iowa Assessments* and *CogAT*, by student
Group Summary			*Iowa Assessments* or *Iowa Assessments* and *CogAT* scores for a class, provided with the *List of Student Scores* (also available with school- or school-system-level results)
Student Score Label			Individual student scores from the *Iowa Assessments* or the *Iowa Assessments* and *CogAT* (the same data as on the *List of Student Scores* for each student)
Individual Performance Profile			Individual student data reported at the test and skill domain level
Student Profile Narrative			*Iowa Assessments* or *Iowa Assessments* and *CogAT* data reported by content-area test for an individual student
Group Performance Profile			*Iowa Assessments* results reported by content-area test and skill domain for a class (or school or school system based on the group option ordered)
Group Narrative Summary			Graphical and narrative *Iowa Assessments* score comparisons of a specified local student group (class, school, or school system) to the group's respective national norm group
Group List of Summaries			A set of Class, Building, or System *Group Summary* reports formatted as a single report
Student Common Core Standards Domain Report			Scores based on Common Core Standards for an individual student

Key to Type: = Individual Student, = List of Students, = Group Summary
Key to Time Span: = Today, = Yesterday and Today, = Today and Tomorrow

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Iowa Assessments Paper Reports, continued			
Report Title	**Type**	**Time Span**	**Description of Report Contents**
Group Common Core Standards Domain Report	👥	🕐	*Iowa Assessments* scores based on the Common Core Standards for a class, building, or school system (based on the group option ordered)
Group Diagnostic Report	👤☰	🕐	Student skill performance grouped by class, building, or school system (based on the group option ordered)
Class Item Response	👤☰	🕐	Individual and group *Iowa Assessments* data reported for content-area tests, skill domains, and individual items
Group Item Analysis	👥	🕐	*Iowa Assessments* percent-correct scores for individual items and skill domains by content area; highlights differences in performance between the local group (class, school, or school system) and the nation
Individual Longitudinal Report	👤	←🕐	Tracking of a student's historical scores over time for up to five *Iowa Assessments* administrations
Group Longitudinal Report	👥	←🕐	Tracking score data of a specified group over time for up to five *Iowa Assessments* administrations
Key to Type: 👤 = Individual Student, 👤☰ = List of Students, 👥 = Group Summary Key to Time Span: 🕐 = Today, ←🕐 = Yesterday and Today, 🕐→ = Today and Tomorrow			

Web-Based Reports

The table below describes each web-based report; refer also to the table on page 21, which shows the web-based report that most closely matches a paper report. Consult the *Riverside Education Assessments Catalog* for more information on each report.

Iowa Assessments Web-Based Reports			
Report Title	**Type**	**Time Span**	**Description of Report Contents**
Student Profile Report – Tests and Composites	👤	🕐	Graphical representation of a single student's scores
Student Profile Report – Skill Domains	👤	🕐	Graphical representation of performance on skill domains for an individual student
Group Profile Report – Tests and Composites	👥	🕐	Graphical representation of class, building, or system average scores
Group Profile Report – Skill Domains	👥	🕐	Graphical representation of performance on skill domains for a class, building, or system
Student Roster Report – Tests and Composites	👤☰	🕐	Class listing of scores from the *Iowa Assessments* or the *Iowa Assessments* and *CogAT*, by student
Student Roster Report – Skill Domains	👤☰	🕐	Student skill performance grouped by class, building, or school system
Student Roster Report – Item Analysis	👤☰	🕐	Individual and group *Iowa Assessments* data reported for content-area tests, skill domains, and individual items
Key to Type: 👤 = Individual Student, 👤☰ = List of Students, 👥 = Group Summary Key to Time Span: 🕐 = Today, ←🕐 = Yesterday and Today, 🕐→ = Today and Tomorrow			

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Iowa Assessments Web-Based Reports, continued			
Report Title	**Type**	**Time Span**	**Description of Report Contents**
Group Roster Report – Tests and Composites	👥	⏳	A set of Class, Building, or System *Group Summary Reports* formatted as a single report
Group Roster Report – Skill Domains	👥	⏳	*Iowa Assessments* percent-correct scores for skill domains by content area; highlights differences in performance between the local group (class, school, or school system) and the nation
Group Roster Report – Item Analysis	👥	⏳	*Iowa Assessments* percent-correct scores for individual items and skill domains by content area; highlights differences in performance between the local group (class, school, or school system) and the nation
Subgroup Roster Report – Tests and Composites	👥	⏳	*Iowa Assessments* test and composite scores filtered by subgroup based on demographic data and supplemental coding supplied for each student
Subgroup Roster Report – Skill Domains	👥	⏳	*Iowa Assessments* skill domain data filtered by subgroup based on demographic data and supplemental coding supplied for each student
Subgroup Roster Report – Item Analysis	👥	⏳	*Iowa Assessments* item data filtered by subgroup based on demographic data and supplemental coding supplied for each student
Multi-Measure Roster Report	👥	⏳	Allows users to customize report output by selecting the level of data (tests and composites or skill domains), test families (*Iowa Assessments*, *CogAT*, or *Riverside® Interim Assessments*), and group (class, building, or system)
Individual Longitudinal Report – Tests and Composites	👤	⏳	Graphical representation of a student's achievement over time
Group Longitudinal Report	👥	⏳	Graphical representation of a group's achievement over time
Key to Type: 👤 = Individual Student, 👤☰ = List of Students, 👥 = Group Summary Key to Time Span: ⏳ = Today, ⬅⏳ = Yesterday and Today, ⏳➡ = Today and Tomorrow			

Matching Paper Reports to Web-Based Reports

If you have received *Iowa Assessments* paper reports in the past and are interested in receiving web-based reports through the Riverside *DataManager* system, refer to the table below for a list of the web-based reports that most closely match the paper reports. *DataManager* enables you to select the level of data you want displayed for a given report type. For example, you can configure the *Student Roster* report to display test and composite scores, scores by skill domain, or scores by item. In the table below, the web-based reports are listed with the level of data that must be displayed to match the data in the corresponding paper reports.

Iowa Assessments Paper Report to Web-Based Report Cross-Reference		
Paper Report Title	**Web-Based Report Title**	**Web-Based Report Level of Data**
List of Student Scores	Student Roster	Tests and composites
Group Summary Report	Group Profile	Tests and composites
Student Score Label	No equivalent web-based report	--
Performance Profile (Individual)	Student Profile	Skill domains
Profile Narrative (Individual)	Student Profile	Tests and composites
Class Performance Profile (Group Report)	Group Profile	Skill domains
Group Narrative Report	No equivalent web-based report	--
Group List of Summaries	Group Roster	Tests and composites
Student Common Core Standards Domain Report	Student Profile	Skill domains (Common Core skill domain)
Common Core Standards Domain Report (Group Report)	Group Profile	Skill domains (Common Core skill domain)
Group Diagnostic Report	Student Roster	Skill domains
Class Item Response	Student Roster	Item analysis
Group Item Analysis	Group Roster	Item analysis
Individual Longitudinal Report	Student Profile, Longitudinal	Tests and composites
Group Longitudinal Report	Group Profile, Longitudinal	Tests and composites

Part 3: Selecting Testing Materials

Which test levels will I need?

Test levels 5/6–18 represent the comprehensive assessment program for grades K–12. Test levels are numbered to correspond roughly to the chronological ages of the students for whom they are best suited. Each student should be administered the test level most compatible with his or her level of academic development.

The table below shows the test levels recommended for each grade based on the time of year of testing.

Recommended Test Levels by Grade and Time of Year			
Grade	**Test Administration Time Frame**		
	Fall	**Midyear**	**Spring**
K	–	5/6	5/6
1	5/6	5/6–7	7
2	7–8	8	8
3	8–9	9	9
4	10	10	10
5	11	11	11
6	12	12	12
7	13	13	13
8	14	14	14
9	14–15	14–15	14–15
10	16	16	16
11	17/18	17/18	17/18
12	17/18	17/18	17/18

Grades K–2

The tests at Levels 5/6–8 were designed to help describe the academic progress of students in a developmental sequence from kindergarten through grade 2.

Three test levels are used to assess achievement in these three grades because the rate of development varies so much among students and the curriculum expands steadily in these grades.

When selecting the most appropriate test level for an entire class of students, grade level and the time of year of testing are the most important criteria.

Year-Round Schools – When a school follows a year-round calendar, the table on page 23 can be used to determine which test level is most appropriate based on the number of instructional months that will have elapsed prior to testing.

Level 5/6 Reading – The Level 5/6 Reading test assesses emerging literacy skills. Depending on the grade and time of year the test is to be given and depending on each student's level of development, there may be some kindergarten or first-grade students in a classroom for whom some or all parts of the test are not appropriate.

The Reading test for Level 5/6 has two parts. For students who are just starting to recognize printed words, it may be preferable to give only the first part (Words, Pictures, and Word Attack). The teacher's knowledge of each student's general skill development is the best guide for deciding which option for test administration is most appropriate for each student in the class. Students who take only the first part of the Reading test do not receive a Reading score, ELA Total, or composite score on paper reports. On web reports, students will receive a Reading Words score only and no Reading Total, ELA Total, or composite score.

Grade 3

For most students in Grade 3, Level 9 will be most appropriate to use no matter which time of year testing occurs. However, Level 8 can be used, and it may be a better fit in the fall of the school year for lower-achieving classes. The table below illustrates how the two levels differ when using paper-and-pencil testing.

	Level 8	Level 9
Method of Marking Responses	Students mark answers directly in machine-scorable test booklets	Choice of reusable test booklets with students marking answers in separate answer documents or machine-scorable test booklets with students marking answers directly in the test booklets
Time Limits	None	Time limit for each test
Method of Administration	Teacher reads much of the tests aloud	Students read all tests (except Word Analysis and Listening) themselves

Grades 4–12

Beyond the primary grades, there is one test level per grade designated for use at all times of the year: Level 10 is for grade 4, Level 11 for grade 5, and so on. Level 17/18 is a single test level that is used in both grades 11 and 12.

Out-of-Level Testing

Once the appropriate test level for the class as a whole has been determined, the teacher must decide whether a different test level may be more appropriate for certain students in the class. Such decisions must be made well in advance of the week of testing so that the correct test booklets and answer documents can be ordered or the correct online testing sessions can be set up. Ideally, these decisions should be based on the same considerations that influence the choice of methods and materials when individualizing instruction.

Using Lower Test Levels – Only a few students, if any, in a particular classroom are likely to need individualized or "out-of-level" testing. Of those who do, most will need a lower test level rather than a higher one. If a teacher has been tailoring instruction to address the slower or faster developmental pace of certain students, then it makes sense that the test level selected for such students matches their unique instructional program. For example, if a teacher is adapting instructional targets and methods for a fifth grade student who is working at a second grade level in most subject areas, an achievement battery designed to measure the progress of fifth grade students is probably inappropriate for this student. Using the fifth grade tests would probably frustrate the student immensely and tell the teacher what is already known—that the student has not yet acquired the knowledge and skills that have been learned by most fifth grade students. Administering an out-of-level test to this student is the more appropriate way to assess the student's actual level of achievement.

Using Higher Test Levels – For a few exceptional students, the tests for their grade level may be too easy, even though the tests at each level are designed to measure accurately throughout a broad range of achievement. Students who generally receive extremely high grade equivalents in most test areas compared with their classmates are the most likely candidates for a higher-level test.

Scoring and Reporting

Students' answer documents should be grouped with those of their classmates for scoring purposes, regardless of the test level each student took. Students who take a lower-level test do not have an advantage relative to their classmates who test on level. Because the lower-level test is easier, those who take a lower-level test have to score higher on it to receive the same percentile ranks or grade equivalents that they would if they were tested on level.

Consider these factors when deciding appropriate test levels:

- Consider the set of benchmarks or learning objectives in the various levels of the test. The goal should be to match as closely as possible the student's current curriculum experience with the test tasks.

- Consider the overall instructional level at which the student is working across curricular areas—**not** the student's reading level. Students who have severe reading difficulties may need special accommodations with an on-level test administration rather than a lower-level test.

- When a student's developmental level differs from test area to test area, as it often does, some compromise in the choice of test level will be needed. (Each student must be tested at a single level for all tests.) For such students, the test level chosen should be the one that most closely matches the student's overall instructional level across the various subject areas of the curriculum.

Special Considerations at the High School Level – The type of out-of-level testing described here applies to high school grades as well as to lower grades. Students who have advanced to high school but are still working at elementary or middle-school levels in most subjects will probably need out-of-level testing. However, those who are working at or near grade level who have severe reading deficiencies may instead need accommodations with on-level testing.

Consider the following factors when using Levels 14 and lower for high school students:

- The test tasks should be age appropriate, and the reading materials should be reasonably matched with the social maturity level of the students being tested.

- Level 14 and lower must be administered separately from Levels 15, 16, and 17/18. At Level 14 and lower, the time limits and the directions are not designed for combined testing with Levels 15, 16, and 17/18.

- Separate orders for scoring must be submitted. Consequently, separate score reports will be prepared for the out-of-level group, and system and school averages will not include the students in grades 9–12 who were administered Levels 14 and lower.

Benefits and Drawbacks – Although the shortcomings of out-of-level testing are generally greatly outweighed by the benefits, both the benefits and drawbacks must be considered. Review the table below before deciding on out-of-level testing.

Out-of-Level Testing	
Benefits	**Drawbacks**
- Each student's responses will provide information related to the curricular level at which the student is presently working. - Students will be motivated to take the test seriously because the content is relatively familiar to them and the reading demands are more within their grasp. - The scores will be accurate because the students have tried and the questions are not overly difficult for them. - Students will experience less frustration in testing and will encounter frequent success in responding to the test tasks presented to them. - Students will be engaged in testing during the entire testing period and are not likely to create behavioral problems that could affect others. - Teachers will learn more about what the student actually can do. - Test administration conditions—testing times and directions to students—permit Levels 9–14 *or* Levels 15–17/18 tests to be given in the same room at the same time.	- When Level 5/6, 7, or 8 is used, it must be given in a separate location from all other levels because of the oral administration and individual pacing permitted at these levels. - When score reports containing skill or item data are desired for class groups at a certain grade level, separate reports must be prepared for each test level used in that grade. - Teachers need time to determine which students need a different test level, and they must keep records of their decisions for use at the time of testing. - Some parents may object to the fact that their child is being treated differently from others in the class. - Some students may feel as if they are being singled out as "inferior" because they have a test booklet of a different color. - When the test level chosen is much lower than the on-level test, some of the test content may not be age-appropriate for the student.

Which battery should I choose?

Details about the characteristics of the three batteries available—Complete, Core, and Survey—are located on page 5. This section describes the factors to consider when determining which battery to use for a particular testing situation.

Because all batteries of the *Iowa Assessments* depend on the same standard score scale, the student scores from comparable tests in the different batteries can be combined to calculate group averages, and they can also be subtracted to estimate annual growth. In addition, because answer documents from different batteries can be mixed within grades in the scoring process, students in the same class can take different batteries, if necessary, without creating administrative difficulties for scoring and reporting test results.

The following batteries are available for use at each of the test levels.

Test Level	Test Batteries Available
5/6	Complete
7–14	Complete, Core, and Survey
15–17/18	Complete and Core

Differences in Batteries by Level

The table that follows on page 29 compares the batteries and identifies some factors to consider in deciding which battery to use.

Comparison of Test Batteries

	Complete	Core	Survey
Levels Offered	Levels 5/6–17/18	Levels 7–17/18	Levels 7–14
Tests Included	• Contains full-length tests for all content areas • Varies by level; see "Content Areas in Each Battery" on page 6 for complete list	Contains full-length tests for all content areas except Science and Social Studies	Contains shorter versions of the Reading and Mathematics tests: • Levels 7 and 8: Reading, Language, and Mathematics • Levels 9–14: Reading, Written Expression, and Mathematics
Time	Varies by level; Levels 5/6–8 are untimed, so times for those levels are estimates • Level 5/6: 2 hr, 40 min. • Levels 7 and 8: 4 hr, 10 min. • Level 9: 4 hr, 55 min.* • Levels 10–14: 4 hr, 55 min. • Levels 15–17/18: 3 hr, 55 min.	Takes less time than Complete because fewer tests are included • Levels 7 and 8: 3 hr, 20 min. • Level 9: 3 hr, 45 min.* • Levels 10–14: 3 hr, 40 min. • Levels 15–17/18: 2 hr, 35 min.	Shortest testing time of the three batteries: • Levels 7 and 8: 1 hr, 35 min. • Levels 9–14: 1 hr, 40 min.
Depth of Content Coverage	Allows assessment of students in all aspects of the curriculum	As effective as Complete but only in the areas tested	Limited depth of coverage because of fewer test items in the Reading and Mathematics tests
Results Available	• Allows assessment of students in all curriculum areas • Areas of strengths and weaknesses for individuals and groups can more easily be detected • More skill scores, and even sub-skill scores, can be formed and reported than through any other battery • Diagnostic analyses can be used in interpreting and applying results	• Permits diagnostic use of results the same as Complete but only in the areas tested • Ability to estimate annual growth in the areas tested	Provides a general picture of student performance in the content areas assessed compared to other students nationally
Limitations	Longest testing time	• Breadth of coverage does not include Science and Social Studies • Analyses of strengths and weaknesses for individuals or groups limited to content areas assessed • Cannot estimate annual growth in Science and Social Studies	• Content coverage not as deep as Core • Limited analyses of strengths and weaknesses for individuals or groups • Cannot estimate annual growth in areas not tested

*Times shown for Level 9 Complete and Core do not include optional Word Analysis and Listening tests. The Word Analysis and Listening tests add an additional 20 and 25 minutes, respectively, to the times shown in this table.

Which reports will I need?

Matching Testing Purposes with Reports

Each of the score reports available from Riverside Scoring Service has been designed for a particular reporting purpose. The table on the next page shows the reports best suited for accomplishing specific testing purposes.

A Riverside Customer Service representative can offer advice about the suitability of various reports for particular purposes. Please check with your Riverside Assessment Consultant for report availability.

Paper Reports by Testing Purpose

Testing Purposes	Reports on Individual Students				
	Student Score Label	*Individual Performance Profile*	*Student Profile Narrative*	*Student Common Core Standards Domain Report*	*Individual Longitudinal Report*
Identify Strengths and Weaknesses		✔	✔	✔	
Inform Instruction		✔			
Monitor Growth	✔	✔	✔		✔
Determine College Readiness		✔			✔
Measure Core Standards				✔	
Implement Response to Intervention (RTI)		✔			
Inform Placement Decisions		✔	✔		
Make Comparisons		✔	✔		
Evaluate Programs					
Predict Future Performance		✔			✔
Support Accountability					

Paper Reports by Testing Purpose, *continued*

Testing Purposes	List of Scores for Each Student in the Group			Summary of Scores for All Students in the Group						
	List of Student Scores	*Group Diagnostic Report*	*Class Item Response Record*	*Group Summary*	*Group List of Summaries*	*Group Performance Profile*	*Group Narrative Summary*	*Group Common Core Standards Domain Report*	*Group Item Analysis*	*Group Longitudinal Report*
Identify Strengths and Weaknesses		✓	✓			✓		✓		
Inform Instruction	✓	✓	✓			✓		✓		✓
Monitor Growth	✓									✓
Determine College Readiness						✓				
Measure Core Standards			✓					✓		
Implement Response to Intervention (RTI)		✓	✓							
Inform Placement Decisions	✓									
Make Comparisons		✓	✓	✓	✓	✓	✓	✓	✓	✓
Evaluate Programs		✓		✓	✓	✓	✓	✓	✓	
Predict Future Performance										✓
Support Accountability	✓			✓	✓				✓	

Evaluating Score Types and Norms

There are options available for the types of scores that can appear on certain score reports (for example, standard scores, grade equivalents, or percentile ranks), and for some reports, the **norm group** can vary (for example, national or local). Decisions about either the types of scores requested or the norm group to be used depend on the purposes for which the scores will be used and the audience to which information will be reported. The following are some key questions to ask.

Should the report include only overall test scores, or is there a need for skill scores or item scores? The level of detail needed generally is greater when the results will be used for instructional purposes than when the primary purpose is reporting to parents or the public.

What types of scale scores are needed?

If…	Then the score needed is…
score interpretations involve examining growth	a developmental score: • for primary grades, grade equivalents will be most useful • for high school level, standard scores are preferable
the relative strengths and weaknesses of an individual student or a grade group are to be examined	a status score, such as: • percentile ranks • stanines

Which norms are needed?

If you want to…	Then the norm(s) needed are…
compare the scores of individual students with those of other students nationally	national student norms
compare the scores of individual students with those of other students from a certain group (local school system, school)	local norms
use school-building averages to make comparisons	school norms (rather than student norms)

Part 4: Ordering

What materials are needed for testing?

Materials for use with the *Iowa Assessments* are listed below, grouped according to their primary use: pretest, testing, or posttest/support. Materials needed for testing vary based on the mode of administration (paper and pencil or online). Materials can be ordered and received from Riverside; if you purchase a Riverside *DataManager* package, you can access many of the materials online. Refer to the *Riverside Education Assessments Catalog* for a list of materials, package quantities, and ordering information.

Pretesting Materials

Planning and Implementation Guide	This manual provides guidance to test coordinators, at either the system or building level, on how to carry out an *Iowa Assessments* testing program. It contains: • instructions about planning for and administering the testing program • ideas for preparing students and parents • suggestions about policies and procedures associated with testing • materials available for testing • details about how to prepare answer documents for scoring Note: This guide is also very useful during and after testing.
Practice Tests and *Practice Tests Directions*	These materials show students what the test items are like and how to mark their answers. Practice tests are available for Levels 5/6 through 14. Practice tests are available in paper-and-pencil format only.

Testing Materials for Paper-and-Pencil Testing

Test Booklets – For paper-and-pencil testing, each student, as well as the test administrator, will need a test booklet. Depending on the level, two types of test booklets are available. Machine-scorable test booklets allow students to mark their answers directly in the test booklet and are designed for a single test administration. Reusable test booklets are designed to be used for multiple test administrations. With reusable test booklets, students mark their answers in a separate answer document. Large-print and braille test booklets are also available for Levels 9 through 17/18. The table on page 36 lists the test booklets that are available for each level and battery.

Test Booklets Available by Level and Battery	
Level	**Test Booklet Type by Battery**
5/6	Complete – machine-scorable booklet
7 and 8	Complete – machine-scorable booklet Core – machine-scorable booklet Survey – machine-scorable booklet Large-Print Edition: Complete – consumable booklet*
9	Complete – machine-scorable booklet Core – machine-scorable booklet Survey – machine-scorable booklet Complete – reusable booklet Core – reusable booklet Survey – reusable booklet Large-Print Edition: Complete – reusable booklet Large-Print Edition: Survey – reusable booklet Braille Edition: Complete – reusable 3-volume set Braille Edition: Survey – 2-volume reusable booklet
10–14	Complete – reusable booklet Survey – reusable booklet Large-Print Edition: Complete – reusable booklet Large-Print Edition: Survey – reusable booklet Braille Edition: Complete – reusable 3-volume set Braille Edition: Survey – 2-volume reusable booklet
15–17/18	Complete/Core – reusable booklet Braille Edition – reusable 3-volume set

* Students mark answers directly in the test booklet, which cannot be machine scored.

Answer Documents – The type of answer documents used in paper-and-pencil testing depends on the scanning method, test level, and assessment.

- Local Plain-Paper Scanning – If you purchase the *DataManager* Platinum Data package, you can print single-sided answer documents that you can scan locally with a plain-paper scanner.

- Central Scanning – If you will send your answer documents to Riverside Scoring Service for scanning, you will purchase catalog answer documents from Riverside. The table on the following page summarizes the catalog answer documents that are available for each level.

- Hand Scoring the Survey Battery with Easy-Score Answer Sheets – Easy-Score Answer Sheets are multi-part forms consisting of an answer sheet (top part) and a scoring key (inner page). The scoring key on the inner page is not accessible to the student. After testing, the form is separated, and the student's answers are shown with the correct answers on the scoring key page. Easy-Score Answer Sheets are ideal for hand scoring, but they cannot be processed by scanning equipment.

Catalog Answer Documents Available by Level					
Battery	Level 5/6	Levels 7 and 8	Level 9	Levels 10–14	Levels 15–17/18
Complete or Core	None needed	None needed	If machine-scorable test booklet is used, no answer document is needed. Reusable test booklets require a 12-page answer folder, which includes space for *CogAT* answers if both tests are administered.	Four-page answer folder, which includes space for *CogAT* answers if both tests are administered	Four-page answer folder, which includes space for *CogAT* answers if both tests are administered
Survey	Not applicable	None needed	If machine-scorable test booklet is used, no answer document is needed. If reusable test booklet is used: two-sided answer sheet – or – Easy-Score Answer Sheet	Two-sided answer sheet – or – Easy-Score Answer Sheet	Not applicable

Directions for Administration – Each test administrator will need a *Directions for Administration* booklet specific to the test level to be administered. These booklets describe how to prepare for testing and provide the exact script that test administrators must use during test administration. One *Directions for Administration* booklet is included with each package of 25 test booklets. Additional copies may be ordered separately.

Directions for Administration Booklets by Battery	
Complete/Core	Survey
Level 5/6 Level 7 Level 8 Level 9 Machine-Scorable Edition Levels 9–14 Levels 15–17/18	Level 7 Level 8 Level 9 Machine-Scorable Edition Levels 9–14

Testing Materials for Online Testing

Online tests are administered through the Riverside *DataManager* system. *DataManager* is a comprehensive online resource for managing your assessment program that enables you to organize, assign, and implement your test events and also to access and manage your test results online.

Directions for Online Administration – Each test administrator will need a *Directions for Online Administration* booklet specific to the test level to be administered. These booklets describe the procedures test administrators should follow to prepare for and administer the online tests through *DataManager*. *Directions for Online Administration* booklets can be downloaded from *DataManager*.

There are two *Directions for Online Administration* booklets:

- *Directions for Online Administration*, Complete/Core/Survey, Levels 5/6–8

- *Directions for Online Administration*, Complete/Core/Survey, Levels 9–17/18

Posttest/Support Materials

Score Interpretation Guide	Provides information to help educators understand and use the test information obtained from score reports
Content Classifications Guide	Provides a mapping of items into content or process classifications, organized by battery, level, and test Also provides national item norms for spring, midyear, and fall testing
Scoring Key	Lists the correct answers for each test so tests can be hand scored
Norms and Score Conversions Guide	Provides tables for converting raw scores into other score types, such as standard scores, percentile ranks, grade equivalents, and stanines

Hand-Scoring Materials – Occasionally there is a need to score a paper-and-pencil test by hand rather than sending it to Riverside Scoring Service for electronic scoring. To score a test by hand, you will need the following materials:

Scoring Key		*Norms and Score Conversions Guide**	
Complete/Core: Levels 5/6–8 Levels 9–14 Levels 15–17/18	Survey: Levels 7–14	Complete/Core: Levels 5/6–14 Levels 15–17/18	Survey: Levels 7–14

* When percentile ranks based on special norm groups are needed, such as private/Catholic schools, other norms booklets will be needed.

For the Survey Battery at levels 9–14, you can also use Easy-Score Answer Sheets. See "Hand Scoring the Survey Battery with Easy-Score Answer Sheets" on page 37 for more information.

When should I place my order?

A planning calendar like the one shown below can be used to help determine the key activities that need to occur prior to testing. For paper-and-pencil testing, you should place your order for materials (including barcode labels, if needed) at least six weeks prior to testing. For online testing, you should place your order at least four weeks prior to testing.

	Weeks Prior to Testing	Test Planning Activity for Paper-and-Pencil Testing	Test Planning Activity for Online Testing
School-System Planning Calendar for Ordering, Printing, and Distributing Testing Materials			
	8	For grades being tested, request enrollment counts and any out-of-level testing counts from each school	
	7	Receive the enrollment counts requested in Week 8 from each school\n\nReview local inventory of testing materials and determine material needs	For grades being tested, request enrollment counts and any out-of-level testing counts from each school
	6	Order testing materials and barcode labels from Riverside	Receive the enrollment counts requested in Week 7 from each school
	4	If scanning locally, print answer documents	Submit order form for online testing
	3	Materials shipped from Riverside to the school-system office\n\nVerify materials received from Riverside	Receive the Riverside *DataManager* system access credentials for account holder and instructions for uploading files\n\nCreate and upload location, staff/user, and student data files to Riverside secure FTP site
	2	Count out and package materials for each school in the school system\n\nDistribute packaged materials to schools in the school system	

Continued on next page…

✓	Weeks Prior to Testing	Test Planning Activity for Paper-and-Pencil Testing	Test Planning Activity for Online Testing
		School-System Planning Calendar for Ordering, Printing, and Distributing Testing Materials, *continued*	
	1	Schools check materials shipment received from the school-system office Schools conduct training for test administrators	Receive *DataManager* access credentials for staff Set up testing sessions in *DataManager* Test administrators and proctors take *DataManager* Proctor training online
	0	Schools distribute materials to classrooms and begin testing	Begin testing

How do I order testing materials?

For paper-and-pencil testing, the *Riverside Education Assessments Catalog* contains details about ordering, prices, and payments. This information is also available on the website at www.riversidepublishing.com. On the website you can also print a copy of the order form or request a catalog.

To order online testing, contact your Riverside Assessment Consultant or Riverside Customer Service. Riverside will meet with you to review product capabilities, discuss your testing plan and window, and review the system requirements for online testing.

Testing Materials Checklist

Use this checklist to determine the testing materials you will need.

✓ Which mode of administration will be used (paper and pencil or online)?

✓ What grades will be tested?

✓ What test levels and batteries will be administered?

✓ What tests within each battery will be administered?

✓ What are the testing dates?

✓ Will practice materials be used?

✓ Which students require testing accommodations or modifications? What are those accommodations or modifications?

✓ For paper-and-pencil testing:
- How will student information be added to answer documents?
- Will barcode labels be used?
- What types of answer documents are needed?
- How will answer documents be scanned (locally or by Riverside Scoring Service)?

✓ What quantities of required materials are needed?

✓ What scoring services will be ordered, and who will receive which reports?

✓ When are materials needed?

✓ Where will materials be shipped?

Ordering Barcode Labels and Services

By using barcode labels on answer documents that will be scanned by Riverside Scoring Service, students (or test administrators) do not need to mark student names, dates of birth, or other identifying information prior to the start of the first testing session. This shortens test-administration time and promotes greater accuracy in the demographic information on reports and in score data files. It also saves time when testing is completed because the name and identification areas on the answer documents do not need to be checked for dark marks or double marks.

Information stored in a school system's student database can often be used in preparing barcode labels. For example, if each student's race/ethnicity, free/reduced-price meal eligibility, and IEP status are stored in the school system's student database, such information can be exported to a data file that can then be used to prepare the barcode labels. Riverside provides a template to guide you in correctly formatting the required fields.

Place your order for barcode labels/services at the same time you order your testing materials.

Note: Answer documents printed through the Riverside *DataManager* system include student identification information; barcode labels are not needed.

How do I order scoring services?

Riverside Scoring Service provides a full array of paper score reports and scoring services. When ordering scoring services, you can select:

- specific score reports and the number of copies by grade

- the specific types of scores that will appear on each report

- student data on CD-ROM (a collection of student records in ASCII format)

- the *CogAT* test score to be included in prediction equations when combined *Iowa Assessments*/*CogAT* reporting is ordered

- an option that permits the exclusion of the scores of specially coded students from group averages

There are several ways to order scoring services from Riverside Scoring Service. Your Riverside Assessment Consultant or a Riverside Customer Service representative can offer suggestions and assistance regarding scoring services.

Web Reports

Web reports are included with the Riverside *DataManager* system data package purchased. (See page 48 for more information.) If you scanned plain-paper answer documents locally, your web reports will be available in *DataManager* 24 hours after you transmit the scan file to Riverside for scoring. Results from online testing are also available in *DataManager* 24 hours after students complete and close their tests.

Order Form for Riverside Scoring Services (OSS)

You can order scoring services by completing the OSS available at www.riversidepublishing.com. Directions for completing the OSS are available on the website, or you may contact a Riverside Customer Service representative.

Telephone Orders

A Riverside Customer Service representative can take your order by phone. The representative can answer your questions, provide information about your options, and place the order for you.

Accessing Test Results

Central Scanning through the Riverside Scoring Service –
If you will be shipping your answer documents to Riverside
Scoring Service, allow 15 business days from the time the Scoring
Service receives your documents for your reports to be processed.
If you order paper reports, allow two days for UPS to deliver the
reports to your school system.

If you order web reports, the reports will be available in the
Riverside *DataManager* system 24 hours after your answer
documents have been scanned.

Local Scanning – Plain-paper answer documents are scanned
using equipment at your school or school-system office. Data from
the answer documents are transmitted to Riverside Scoring Service
for scoring and test results are available in *DataManager* within
24 hours.

Online Testing – Web reports from online testing sessions are
available 24 hours after students complete a test.

Part 5: Other Related Riverside Products

Riverside offers a number of additional products that complement *Iowa Assessments* results. For more information about these products, see the *Riverside Education Assessments Catalog*.

Assessment	Type of Test	Description	Benefit
Riverside® Interim Assessments	Benchmark tests	Designed to be given throughout the year to measure student progress and help all students succeed on higher-stakes tests	Scale scores are linked to the *Iowa Assessments* scale
Iowa Writing Assessment™	Performance tests in writing	Designed to measure students' abilities to generate, organize, and express their ideas in a variety of written forms	Complements the language component of the *Iowa Assessments* by providing a measure of students' "productive" writing skills
Cognitive Abilities Test™ (CogAT®)	Ability test battery	Measures students' abilities in three areas: verbal reasoning, quantitative reasoning, and nonverbal reasoning	Used to calculate predicted achievement scores when given with the *Iowa Assessments*; helps teachers understand a student's ability versus achievement
Qualls Early Learning Inventory® (QELI®)	Questionnaire based on in-school observations; completed by teachers	Measures young children's cognitive knowledge and classroom behaviors that are linked to success in school	Used with the *Iowa Assessments* to gain a more comprehensive understanding of student development
Logramos®	Achievement test battery in Spanish	Measures the reading, language, and mathematics achievement of Spanish-speaking students	Allows Spanish-speaking students to demonstrate what they know before taking the *Iowa Assessments* in English; may identify diagnostic information about problems that interfere with student learning

Additional Products and Services

DataManager

The Riverside *DataManager* system is a comprehensive online resource for managing your assessment program for *Iowa Assessments* Form E or Form F, *Cognitive Abilities Test* (*CogAT*) Form 7, *CogAT* Screening Form, and the *Riverside Interim Assessments*.

DataManager enables you to organize, assign, and implement your test events and also to access and manage your test results online. *DataManager* packages allow you to choose the services you need.

Package	Mode of Administration	Reports and Services
Basic Data	**Paper/pencil testing with purchased answer documents –** After testing, send answer documents to Riverside Scoring Service for scanning and scoring.	• Paper list report and group summaries • Access to digital ancillaries online
Data Plus	**Paper/pencil testing with purchased answer documents –** After testing, send answer documents to Riverside Scoring Service for scanning and scoring.	• Web-based reporting* • Access to digital ancillaries online • Option to purchase paper reports
Platinum Data	**Paper/pencil testing with plain-paper answer documents printed at your school system or school –** After testing, scan answer documents using equipment at your school and transmit scan file to Riverside Scoring Service for scanning and scoring. **Online testing –** Students take tests online and answers are transmitted to Riverside Scoring Service for scoring.	• Web-based reporting* • Access to digital ancillaries online • Ability to upload data from other assessments for co-analysis • Option to purchase paper reports

 * Web-based reports can be printed locally.

Student Data on CD-ROM

Scores and student demographic data are available on a Windows®/Macintosh® CD-ROM. The data file is in ASCII format and can be ordered with either delimited fields (tab or comma) or fixed-width fields. The CD contains no software for using the data; it is a collection of records, one per student, with strings of numbers and letters representing the student's scores and demographic information. The data records can be imported into your school system's student database or spreadsheet program for analysis.

Uses of Score Data Files – The list below indicates some of the common uses of student data files provided through Riverside Scoring Service. Some of the uses described below require the coding of special information on students' answer documents at the time of testing. You can find details about how and where to code information in the *Planning and Implementation Guide*. Contact a Riverside Customer Service representative to obtain a copy of this guide.

- **Disaggregating data or analyzing subgroups**
  Often there is a need to examine the performance of subgroups of students in certain grades or to compare the performance of various subgroups in a given year. The information may be needed to satisfy a legislative mandate for federal funding, and sometimes it is needed to provide information to evaluate the effectiveness of an instructional program.

- **Checking the effects of student migration**
  When evaluating the year-to-year change in the achievement of grade groups, it is important to take into account the effects of students moving in and out of the school or school system in those years. If the students who left after last year and those who were new in the current year are quite different, then only the results of those students who tested in both years should be used to estimate annual growth.

- **Regrouping students into instructional classes**
  At the elementary level, the *List of Student Scores* groups students alphabetically for each classroom teacher at each grade level. These lists become dated when students are regrouped into class sections for the next grade in the following school year. Rerostering allows the original student lists to be reorganized so that each teacher can have a list of student scores for his/her section in the new school year.

- **Creating achievement levels for external reporting**
  Some school systems are required to report student performance to their state education department using achievement levels such as Advanced, Proficient, and Less-than-Proficient. States, in turn, may use these levels to report statewide achievement to the federal government. A school system could classify its students into achievement levels according to their scores and use the achievement levels in the same way its state does to monitor student progress toward local achievement goals. As an alternative, achievement levels could be defined by national quartile or stanine groupings, and the data records could be used to determine the percent of local students who scored at each achievement level.

- **Monitoring the use of accommodations**
  If a school system has developed a coding system for indicating on a student's answer document which accommodations, if any, were provided during testing, that information would appear in the student data file. The school system could summarize this information each year and use it to monitor the types and frequency of accommodation usage over time. In some cases, this information might be helpful in examining score trends over several years.

- **Analyzing and reporting longitudinal data**
  Cohort analysis, or longitudinal analysis, involves following the achievement of the same group of students as they move from grade to grade. This analysis requires the matching of student score records from one year to the next so that annual growth can be estimated for a single group of students. A school system can use an annual data file to match students across years and to create a trend chart or other reports for reporting to external groups.

Appendices

Appendix A: Comparison of Tests by Level

Vocabulary

Level	Description
5/6	Students hear a word, sometimes used in context. Then they choose one of three pictures that illustrates the meaning of the word. Nouns, verbs, and modifiers are included.
7	A pictorial or written stimulus is followed by a set of written responses. Nouns, verbs, and modifiers are included. The content focus is on general vocabulary rather than the specialized vocabulary used in areas such as science and mathematics. There are two untimed portions of the test; students work at their own pace on these portions.
8	A pictorial or written stimulus is followed by a set of written responses. Nouns, verbs, and modifiers are included. The content focus is on general vocabulary rather than the specialized vocabulary used in areas such as science and mathematics. There is one untimed portion of the test; students work at their own pace on this portion.
9–14	Each question presents a word in the context of a short phrase or sentence, and students select the answer that is closest in meaning to the tested word. Nouns, verbs, and modifiers are included. Target words represent general vocabulary content rather than the specialized vocabulary used in various content areas.
15–17/18	Each question presents a word in the context of a short phrase or sentence, and students select the answer that is closest in meaning to the tested word. Nouns, verbs, and modifiers are included. Target words represent general vocabulary content rather than the specialized vocabulary used in various content areas.

Word Analysis

Level	Description
5/6	This test assesses how well students recognize letters and letter-sound relationships. Letters, pictures, or words are presented as response options for each test question.
7	This test assesses how well students know letter-sound relationships. Both pictures and words are used as stimuli and response choices. All questions are read aloud.
8	This test assesses skills involving letter-sound relationships, common affixes, and the formation of compound words. Both pictures and words are used as stimuli and response choices. All questions are read aloud.
9 (optional)	This test provides detailed diagnostic information about a student's ability to identify and analyze distinctive features of the sounds and symbols of oral and written language. A variety of skills involving sound-letter association, decoding, and word structure are represented as they apply to initial, medial, and final sounds and to silent letters, initial syllables, final syllables, affixes, and compound words.
10–17/18	N/A

Listening

Level	Description
5/6	Brief stories are read aloud, each followed by a question. Because all response choices are pictures, the test requires no reading. The items require students to demonstrate both literal and inferential understanding of what they hear.
7	Short scenarios are read aloud followed by one or more multiple-choice questions about the situations. Because all response choices are pictorial, the scores from this test do not depend on students' reading abilities. The Listening test requires students to demonstrate both literal and inferential understanding.
8	Short scenarios are read aloud followed by one or more multiple-choice questions about the situations. Because all response choices are pictorial, the scores from this test do not depend on students' reading abilities. The Listening test requires students to demonstrate both literal and inferential understanding.
9 (optional)	This test measures the skills that students need to comprehend material when it is presented orally. The situations in the test tap the general comprehension skills necessary for understanding meaning in reading, but those skills are applied to understanding material that students are more likely to hear than to read, such as school announcements, reports on the radio, brief instructions, and weather forecasts. Responses are a mix of pictorial and text-based stimuli.
10–17/18	N/A

Language

Level	Description
5/6	This test measures how well students understand the use of language to express ideas. The questions cover the use of prepositions, singular and plural, and comparative and superlative forms. Some other questions are oriented toward word classifications, verb tenses, or spatial-directional relationships. Questions are read aloud, and students answer by choosing one of three pictures.
7	This test assesses students' abilities to use some of the conventions of standard written English. The four test sections address spelling, capitalization, punctuation, and skill in written usage and expression. In all cases, both the questions and the sets of response choices are read aloud by the teacher.
8	This test assesses students' abilities to use some of the conventions of standard written English. The four test sections address spelling, capitalization, punctuation, and skill in written usage and expression. In all cases, both the questions and the sets of response choices are read aloud by the teacher.
9–14	N/A
15–17/18	N/A

Reading

Level	Description
5/6	Administered in two parts, this test presents students with a variety of reading tasks. The first part of this test assesses word reading and word attack in several ways. Students identify a word read aloud by the teacher, identify a word that matches a picture, or choose a picture that matches a printed word in isolation or at the end of a simple sentence. The second part assesses comprehension of sentences, pictures that tell a story, and printed stories.
7	Administered in two parts, this test presents students with a variety of reading tasks. The first part of the test presents pictures that tell a story. Students must complete sentences about the pictures by choosing a word to fill in a blank. This part also involves reading sentences. Students select a word that best completes each sentence. The second part of the test consists of written stories followed by multiple-choice questions. The questions associated with both the picture stories and written stories often require more than literal comprehension. Some questions ask the students to make inferences or to generalize about what they have read.
8	Administered in two parts, this test presents students with a variety of reading tasks. The first part of the test presents pictures that tell a story. Students must complete sentences about the pictures by choosing a word to fill in a blank. This part also involves reading sentences. Students select a word that best completes each sentence. The second part of the test consists of written stories followed by multiple-choice questions. The questions associated with both the picture stories and written stories often require more than literal comprehension. Some questions ask the students to make inferences or to generalize about what they have read.
9–14	Administered in two parts, this test contains passages that vary in length from a few lines to a full page. Both literary passages (e.g., fiction, folktales, and poetry) and informational passages (e.g., expository science and social studies materials, procedural texts, and general nonfiction) are included. Many of the passages are excerpts from previously published works. A significant number of questions may require students to draw inferences or to generalize about what they have read.
15–17/18	This test provides information about the kinds of comprehension skills students are expected to continue to develop as they proceed through high school—skills they will use in reading texts across the curriculum, in engaging with literature, in reading and thinking about magazine and newspaper articles in and outside of school, and in extracting and evaluating ideas from a variety of sources for research projects. Many of the passages are excerpts from previously published works. The questions associated with each passage require students to demonstrate understanding at the various process levels usually associated with reading comprehension. Many questions address the higher-level objectives of inferring, analyzing, and generalizing.

Written Expression

Level	Description
5/6	N/A
7	N/A
8	N/A
9–14	In the first part of this test, students must choose the best or most appropriate way to express the ideas in a piece of writing. Choices involve organization, sentence structure, usage, clarity, and the most effective or appropriate language. In the second part, each question contains one or more short sentences arranged in three lines. Students must identify the line containing an error, or they may select "No mistakes" if they believe no error is present. Many of these questions are focused on common usage errors related to the use of verbs, modifiers, and pronouns.
15–17/18	This test provides information about students' skills in recognizing correct and effective use of standard American English in writing. In the context of a variety of written materials, students are asked to make revision choices concerning focus, organization, diction and clarity, sentence structure, usage, mechanics, and spelling—much as they do in editing near-final drafts of their own writing. All questions are based on four complete texts that are patterned after student writing in content and style. These texts are presented as drafts in which certain portions have been underlined to indicate a possible need for revision.

Mathematics

Level	Description
5/6	This test consists of questions about beginning mathematics concepts, problem solving, and mathematics operations. The content standards involve numeration, geometry, measurement, and applications of addition and subtraction in word problems. Items are read aloud, and responses are pictures and numbers.
7	This test is administered in two separate sessions. All questions are read aloud. In Part 1, the response options for each question are either pictorial or numerical. Students are required to demonstrate their understanding of, and ability to apply, a variety of concepts in the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement. In Part 2, some questions involve the interpretation of data presented in graphs or tables: students locate data, compare amounts, or develop generalizations. For other questions, brief word problems are presented; students solve the problems, and then record their answers according to the choices provided. One choice in each set is "N," meaning that the problem's solution is not given among the choices provided.
8	This test is administered in two separate sessions. All questions are read aloud. In Part 1, the response options for each question are either pictorial or numerical. Students are required to demonstrate their understanding of, and ability to apply, a variety of concepts in the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement. In Part 2, some questions involve the interpretation of data presented in graphs or tables: students locate data, compare amounts, or develop generalizations. For other questions, students select a number sentence that could be used to solve the problem. Brief word problems are also presented; students solve the problems, and then record their answers according to the choices provided. One choice in each set is "N," meaning that the problem's solution is not given among the choices provided.
9–14	This test is administered in two parts. Students must demonstrate an understanding of mathematics concepts, relationships, visual representations, and problem solving. The questions address number sense and operations, algebraic patterns and connections, data analysis/probability/statistics, geometry, and measurement.
15–17/18	Students must demonstrate an understanding of mathematics concepts, relationships, visual representations, and problem solving. The questions address number sense and operations, algebraic patterns and connections, data analysis/probability/statistics, geometry, and measurement.

Computation

Level	Description
5/6	N/A
7	The first section is an oral presentation of addition and subtraction problems. In the second section of the test, which is not read aloud, addition and subtraction problems are presented in the test booklet, and students proceed independently. One choice for each question is "N," meaning that the problem's solution is not given among the choices provided.
8	The first section is an oral presentation of addition and subtraction problems. In the second section of the test, which is not read aloud, addition and subtraction problems are presented in the test booklet, and students proceed independently. One choice for each question is "N," meaning that the problem's solution is not given among the choices provided.
9–14	Most problems in the Computation test require the use of one arithmetic operation— addition, subtraction, multiplication, or division. The problems require operations with whole numbers, fractions, decimals, or various combinations of these, as well as algebraic manipulations at Level 14. Students must solve a problem and compare their answer with the choices given. The fourth option in each question is "N," meaning the correct answer is not given among the choices provided.
15–17/18	The questions included in this test were selected to represent the skills that are most directly related to the computational manipulations needed throughout the secondary school mathematics curriculum. Thus, the Computation test includes not only questions that measure the ability to add, subtract, multiply, and divide whole numbers, fractions, decimals, and percentages but also questions that measure the ability to manipulate variables and to evaluate expressions with exponents or with square roots.

Social Studies

Level	Description
5/6	N/A
7	All questions are read aloud, and students answer by selecting one of three pictorial responses. The content of the questions is taken from the areas of geography, history, economics, and civics and government.
8	Most questions are read aloud, and students answer by selecting one of three pictorial or text responses. The content of the questions is taken from the areas of geography, history, economics, and civics and government. At the end of the test, students respond to sets of questions linked to common stimuli; in these cases, the questions and stimuli are not read aloud.
9–14	The test measures various aspects of the social studies curriculum. Emphasis is on the use and understanding of concepts, principles, and various types of visual materials such as posters, cartoons, timelines, maps, graphs, tables, and charts. The materials cover content from the areas of history, geography, economics, and civics and government.
15–17/18	The test measures various aspects of the social studies curriculum. Emphasis is on the use and understanding of concepts, principles, and various types of visual materials such as posters, cartoons, timelines, maps, graphs, tables, charts, and passages. The materials cover content from the areas of history, geography, economics, and civics and government.

Science

Level	Description
5/6	N/A
7	The format parallels that used in Social Studies: questions are read aloud, and response choices are pictorial. The knowledge and skills measured by the science questions come from the areas of life science, earth and space science, and physical science. Science inquiry methods are also addressed.
8	The format parallels that used in Social Studies: most questions are read aloud, and response choices are pictorial or text. The knowledge and skills measured by the science questions come from the areas of life science, earth and space science, and physical science. Science inquiry methods are also addressed. At the end of the test, students respond to sets of questions linked to common stimuli; in these cases, the questions and stimuli are not read aloud.
9–14	This test emphasizes the methods and processes used in scientific inquiry. In addition, many questions assess knowledge and skill in life science, earth and space science, and physical science. Students are required to use the concepts and principles of science to explain, infer, and hypothesize.
15–17/18	This test emphasizes the methods and processes used in scientific inquiry. In addition, many questions assess knowledge and skill in life science, earth and space science, and physical science. Students are required to use the concepts and principles of science to explain, infer, and hypothesize.

Spelling

Level	Description
5/6	N/A
7	N/A
8	N/A
9–14	Each question presents four words, one of which may be misspelled, and a fifth option, "No mistakes," for use when all four words are spelled correctly. This format permits the testing of four spelling words for each question. Errors in the selected words are based on common substitutions, reversals, omissions, or unnecessary additions.
15–17/18	N/A

Punctuation

Level	Description
5/6	N/A
7	N/A
8	N/A
9–14	The questions require students to either identify errors in punctuation (underpunctuation or overpunctuation) by marking the line of writing in which an error occurs or identify correct punctuation by marking the last response, "No mistakes." Questions relate to the use of end punctuation, commas, and other punctuation marks. The particular skills assessed may differ by level.
15–17/18	N/A

Capitalization

Level	Description
5/6	N/A
7	N/A
8	N/A
9–14	The questions require students to either identify errors in capitalization (undercapitalization or overcapitalization) by marking the line of writing in which an error occurs or identify correct capitalization by marking the last response, "No mistakes." Questions relate to the capitalization of names, dates, places, and other words. The particular skills assessed may differ by level.
15–17/18	N/A

Appendix B: Score Composites and Totals

Complete and Core Tests

Calculating Score Totals and Composites			
Level	**If you want to see this total on your score reports…**	**Then you must administer these tests…**	**How totals are calculated**
Level 5/6 (Grades K and 1)	English Language Arts Total	Reading, Language, Vocabulary	$ET = 0.33 * R + 0.5 * L + 0.17 * V$
	Extended English Language Arts Total	Reading, Language, Vocabulary, Word Analysis, Listening	$XET = 0.66 * ET + 0.17 * WA + 0.17 * Li$
	Core Composite with English Language Arts Total and Mathematics	Reading, Language, Vocabulary, Mathematics	$CT = 0.5 * ET + 0.5 * M$
	Core Composite with Extended English Language Arts Total and Mathematics	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics	$XCT = 0.5 * XET + 0.5 * M$
	Reading Total[1]	Reading, Vocabulary	$RT = 0.5 * R + 0.5 * V$
	Language Total	Language	$LT = L$

Key to Tests:

R	Reading	WA	Word Analysis
L	Language	Li	Listening
V	Vocabulary	M	Mathematics

Key to Totals:

RT	Reading Total	XET	Extended English Language Arts Total
LT	Language Total	CT	Core Composite with ET
ET	English Language Arts Total	XCT	Core Composite with XET

[1]The Reading Total Score is available only through web reporting.

Calculating Score Totals and Composites			
Level	**If you want to see this total on your score reports…**	**Then you must administer these tests…**	**How totals are calculated**
Levels 7 and 8 (Grades 1 and 2)	English Language Arts Total	Reading, Language, Vocabulary	ET = 0.33 * R + 0.5 * L + 0.17 * V
	Extended English Language Arts Total	Reading, Language, Vocabulary, Word Analysis, Listening	XET = 0.66 * ET + 0.17 * WA + 0.17 * Li
	Mathematics Total	Mathematics, Computation	MT = 0.67 * M + 0.33 * MC If no MC, then MT = M
	Core Composite with English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Mathematics, Computation	CT = 0.5 * ET + 0.5 * MT
	Core Composite with Extended English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics, Computation	XCT = 0.5 * XET + 0.5 * MT
	Core Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Mathematics	CT− = 0.5 * ET + 0.5 * M
	Core Composite with Extended English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics	XCT− = 0.5 * XET + 0.5 * M
	Complete Composite with English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Mathematics, Computation, Science, Social Studies	CC = 0.33 * ET + 0.33 * MT + 0.17 * SC + 0.17 * SS
	Complete Composite with Extended English Language Arts Total, Mathematics, and Computation	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics, Computation, Science, Social Studies	XCC = 0.33 * XET + 0.33 * MT + 0.17 * SC + 0.17 * SS
	Complete Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Mathematics, Science, Social Studies	CC− = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS

Calculating Score Totals and Composites			
Level	**If you want to see this total on your score reports…**	**Then you must administer these tests…**	**How totals are calculated**
Levels 7 and 8 (Grades 1 and 2) *continued*	Complete Composite with Extended English Language Arts Total and Mathematics (no Computation)	Reading, Language, Vocabulary, Word Analysis, Listening, Mathematics, Science, Social Studies	XCC– = 0.33 * XET + 0.33 * M + 0.17 * SC + 0.17 * SS
	Reading Total	Reading, Vocabulary	RT = 0.5 * R + 0.5 * V
	Language Total	Language	LT = L

Key to Tests:

R	Reading	M	Mathematics
L	Language	MC	Computation
V	Vocabulary	SC	Science
WA	Word Analysis	SS	Social Studies
Li	Listening		

Key to Totals:

RT — Reading Total
LT — Language Total
ET — English Language Arts Total
XET — Extended English Language Arts Total
MT — Mathematics Total
CT — Core Composite with ET and MT
XCT — Core Composite with XET and MT
CT– — Core Composite with ET and M
XCT– — Core Composite with XET and M
CC — Complete Composite with ET and MT
XCC — Complete Composite with XET and MT
CC– — Complete Composite with ET and M
XCC– — Complete Composite with XET and M

		Calculating Score Totals and Composites	
Level	**If you want to see this total on your score reports…**	**Then you must administer these tests…**	**How totals are calculated**
Levels 9–14 (Grades 3–8)	Conventions of Writing	Spelling, Capitalization, Punctuation	$CW = 0.333 * SP + 0.333 * CP + 0.333 * PC$
	English Language Arts Total	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary	$ET = 0.33 * R + 0.33 * WE + 0.18 * CW + 0.16 * V$
	Extended English Language Arts Total*	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening	$XET = 0.66 * ET + 0.17 * WA + 0.17 * Li$
	Mathematics Total	Mathematics, Computation	$MT = 0.67 * M + 0.33 * MC$ If no MC, then $MT = M$
	Core Composite with English Language Arts Total, Mathematics, and Computation	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics, Computation	$CT = 0.5 * ET + 0.5 * MT$
	Core Composite with Extended English Language Arts Total, Mathematics, and Computation*	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics, Computation	$XCT = 0.5 * XET + 0.5 * MT$
	Core Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics	$CT- = 0.5 * ET + 0.5 * M$
	Core Composite with Extended English Language Arts Total and Mathematics (no Computation) *	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics	$XCT- = 0.5 * XET + 0.5 * M$

* Level 9 only.

	Calculating Score Totals and Composites		
Level	**If you want to see this total on your score reports…**	**Then you must administer these tests…**	**How totals are calculated**
Levels 9–14 (Grades 3–8) *continued*	Complete Composite with English Language Arts Total, Mathematics, and Computation	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics, Computation, Science, Social Studies	CC = 0.33 * ET + 0.33 * MT + 0.17 * SC + 0.17 * SS
	Complete Composite with Extended English Language Arts Total, Mathematics, and Computation*	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics, Computation, Science, Social Studies	XCC = 0.33 * XET + 0.33 * MT + 0.17 * SC + 0.17 * SS
	Complete Composite with English Language Arts Total and Mathematics (no Computation)	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics, Science, Social Studies	CC– = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS
	Complete Composite with Extended English Language Arts Total and Mathematics (no Computation) *	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Word Analysis, Listening, Mathematics, Science, Social Studies	XCC– = 0.33 * XET + 0.33 * M + 0.17 * SC + 0.17 * SS
	Reading Total	Reading, Vocabulary	RT = 0.5 * R + 0.5 * V
	Language Total	Spelling, Capitalization, Punctuation, Written Expression	LT = 0.25 * SP + 0.25 * CP + 0.25 * PC + 0.25 * WE

Key to Tests:

R   Reading
L   Language
V   Vocabulary
WA   Word Analysis
Li   Listening

M   Mathematics
MC   Computation
SC   Science
SS   Social Studies

Key to Totals:

RT   Reading Total
LT   Language Total
CW   Conventions of Writing
ET   English Language Arts Total
XET Extended English Language Arts Total
MT   Mathematics Total
CT   Core Composite with ET and MT
XCT Core Composite with XET and MT
CT– Core Composite with ET and M
XCT– Core Composite with XET and M

CC   Complete Composite with ET and MT
XCC Complete Composite with XET and MT
CC– Complete Composite with ET and M
XCC– Complete Composite with XET and M

* Level 9 only.

Calculating Score Totals and Composites			
Level	**If you want to see this total on your score reports…**	**Then you must administer these tests…**	**How totals are calculated**
Levels 15–17/18 (Grades 9–12)	English Language Arts Total	Reading, Written Expression, Vocabulary	$ET = 0.33 * R + 0.5 * WE + 0.17 * V$
	Mathematics Total	Mathematics, Computation	$MT = 0.67 * M + 0.33 * MC$ If no MC, then $MT = M$
	Core Composite with Mathematics and Computation	Reading, Written Expression, Vocabulary, Mathematics, Computation	$CT = 0.5 * ET + 0.5 * MT$
	Core Composite with Mathematics (no Computation)	Reading, Written Expression, Vocabulary, Mathematics	$CT- = 0.5 * ET + 0.5 * M$
	Complete Composite with Mathematics and Computation	Reading, Written Expression, Vocabulary, Mathematics, Computation, Science, Social Studies	$CC = 0.33 * ET + 0.33 * MT + 0.17 * SC + 0.17 * SS$
	Complete Composite with Mathematics (no Computation)	Reading, Written Expression, Vocabulary, Mathematics, Science, Social Studies	$CC- = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS$

Key to Tests:

R Reading

WE Written Expression

V Vocabulary

M Mathematics

MC Computation

SC Science

SS Social Studies

Key to Totals:

ET English Language Arts Total

MT Mathematics Total

CT Core Composite with ET and MT

CT– Core Composite with ET and M

CC Complete Composite with ET and MT

CC– Complete Composite with ET and M

Survey Tests

Calculating Score Totals and Composites			
Level	**If you want to see this total on your score reports…**	**Then you must administer these tests…**	**How totals are calculated**
Levels 7 and 8 (Grades 1 and 2)	Survey Reading Total	Reading	SR = R
	Survey Language Total	Language	SL = L
	Survey Mathematics Total	Mathematics	SM = M
	Survey Total	Reading, Language, Mathematics	$ST = (SR + SL + SM) \div 3$
Levels 9–14 (Grades 3 and 8)	Survey Reading Total	Reading	SR = R
	Survey Written Expression Total	Written Expression	SWE = WE
	Survey Mathematics Total	Mathematics	SM = M
	Survey Total	Reading, Written Expression, Mathematics	$ST = (SR + SWE + SM) \div 3$

Key to Tests:
R   Reading
L   Language
M   Mathematics
WE Written Expression

Key to Totals:
SR   Survey Reading Total
SL   Survey Language Total
SM   Survey Mathematics Total
SWE Survey Written Expression Total
ST   Survey Total

Appendix C: Scope and Sequence, Testing Times, and Number of Questions by Level

Level 5/6 Complete Tests

Test	Approximate Time* (min.)	Number of Questions
Vocabulary	20	27

Word Analysis
    Phonological Awareness and Decoding
    Identifying and Analyzing Word Parts
	20	33

Listening
    Literal Comprehension
    Inferential Comprehension
	30	27

Language
    Verb Tense
    Classification
    Singular-Plural Usage
    Operational Language
    Spatial-Directional Language
    Prepositions to Denote Relationships
    Comparative & Superlative Adjectives
	25	31

Mathematics
    Number Sense & Operations
    Algebraic Patterns & Connections
    Geometry
    Measurement
	25	35

Reading (Parts 1 and 2)
    Words
    Comprehension
	40	34

TOTALS	**2 hr, 40 min.**	**187**

* Tests are not timed at this level.

Levels 7 and 8 Complete and Core Tests

Test (Core tests in bold)	Approximate Time* (min.)	Number of Questions	
		Level 7	Level 8
Vocabulary	15	26	26
Word Analysis Phonological Awareness & Decoding Identifying & Analyzing Word Parts	15	32	33
Reading (Parts 1 and 2) Literary Text Informational Text Explicit Meaning Implicit Meaning Key Ideas Vocabulary (Level 8 only) Author's Craft (Level 8 only)	45	35	38
Listening Literal Comprehension Inferential Comprehension	25	27	27
Language Spelling Capitalization Punctuation Written Expression	25	34	42
Mathematics (Parts 1 and 2) Number Sense & Operations Algebraic Patterns & Connections Data Analysis, Probability, & Statistics Geometry Measurement	50	41	46
Computation Compute with Whole Numbers	25	25	27
Social Studies History Geography Economics Civics & Government	25	29	29
Science Life Science Earth & Space Science Physical Science	25	29	29
TOTALS — Complete	**4 hr, 10 min.**	**278**	**297**
TOTALS — Core	**3 hr, 20 min.**	**220**	**239**

* Tests are not timed at this level.

Levels 7 and 8 Survey Tests

Test	Approximate Time* (min.)	Number of Questions	
		Level 7	Level 8
Reading	35	28	30
Language	25	34	42
Mathematics	35	29	32
TOTALS	**95 min.**	**91**	**104**

* Tests are not timed at this level.

Levels 9–14 Complete and Core Tests

Test (Core tests in bold)	Time (min.)	Number of Questions					
		Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
Reading (Parts 1 and 2) Literary Text Informational Text Vocabulary Explicit Meaning Implicit Meaning Key Ideas Author's Craft	60	41	42	43	44	45	46
Written Expression Usage & Grammar Sentence Structure Planning & Organization Appropriate Expression	40	35	38	40	43	45	48
Mathematics (Parts 1 and 2) Number Sense & Operations Algebraic Patterns & Connections Data Analysis, Probability, & Statistics Geometry Measurement	60	50	55	60	65	70	75
Science Life Science Earth & Space Science Physical Science	35	30	34	37	39	41	43
Social Studies History Geography Economics Civics & Government	35	30	34	37	39	41	43
Vocabulary	15	29	34	37	39	41	42
Spelling	10	24	27	30	32	34	35
Capitalization	10	20	22	24	25	27	29
Punctuation	10	20	22	24	25	27	29
Computation Compute with Whole Numbers Compute with Fractions Compute with Decimals Algebraic Manipulations (Level 14 only)	20	25	27	29	30	31	32
TOTALS — Complete	**4 hr, 55 min.**	**304**	**335**	**361**	**381**	**402**	**422**
TOTALS — Core	**3 hr, 45 min.**	**244**	**267**	**287**	**303**	**320**	**336**

Level 9 Optional Word Analysis and Listening Tests

Test	Approximate Time* (min.)	Number of Questions

Word Analysis
    Phonological Awareness & Decoding
    Identifying & Analyzing Word Parts
	20	33

Listening
    Literal Comprehension
    Inferential Comprehension
	25	28

TOTALS — Complete Battery with Optional Tests	**5 hr, 40 min.**	**365**
TOTALS — Core Battery with Optional Tests	**4 hr, 30 min.**	**305**

* Tests are not timed.

Levels 9–14 Survey Tests

Test	Time (min.)	Number of Questions					
		Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
Reading	30	21	21	22	22	23	23
Written Expression	40	35	38	40	43	45	48
Mathematics	30	26	29	31	34	36	39
TOTALS	**1 hr, 40 min.**	**82**	**88**	**93**	**99**	**104**	**110**

Levels 15–17/18

Test (Core tests in bold)	Time (min.)	Number of Questions		
		Level 15	Level 16	Level 17
Reading Literary Text Informational Text Vocabulary Explicit Meaning Implicit Meaning Key Ideas Author's Craft	40	40	40	40
Written Expression Usage & Grammar Sentence Structure Planning & Organization Appropriate Expression Mechanics	40	54	54	54
Mathematics Number Sense & Operations Algebraic Patterns & Connections Data Analysis, Probability, & Statistics Geometry Measurement	40	40	40	40
Science Life Science Earth & Space Science Physical Science	40	48	48	48
Social Studies History Geography Economics Civics & Government	40	50	50	50
Vocabulary	15	40	40	40
Computation Integers Decimals/Percents Fractions Algebraic Manipulations	20	30	30	30
TOTALS — Complete	**3 hr, 55 min.**	**302**	**302**	**302**
TOTALS — Core	**2 hr, 35 min.**	**204**	**204**	**204**

Appendix D: Accommodations

The testing accommodations most frequently provided to students with IEPs or Section 504 plans and accommodations sometimes provided to ELL students are described below. Accommodations vary by test level and mode of administration; refer to the *Directions for Administration* or the *Directions for Online Administration* for specific information about accommodations.

Note: Accommodations listed below apply to all modes of administration unless otherwise indicated.

Accommodation	Description
Read Aloud	Students with reading disabilities may need to have parts of tests or some complete tests read to them so their disabilities do not interfere with the measurement of their achievement. Under no circumstances should the Reading test be read aloud or signed to a student as an accommodation. To do so would drastically change what the test measures and what the student's score means. There are other exceptions that vary by level; see the *Directions for Administration* for details. Test administrators should read all or part of other tests aloud when the student's IEP specifies this as an accommodation. **Online testing with audio** Online testing with audio includes instructions and sample items, or the portions of an assessment that otherwise would be read aloud by a test proctor. The audio available for online testing is not the same as a "read aloud" accommodation. Even with the audio, a student may still require a proctor to read aloud test-item stems and response choices as specified in his or her IEP.
Tested Off Level	Students who work at an instructional level well above or well below that of their grade peers may take a higher or lower level of the test. (Level 5/6 is the lowest available level.) For example, a lower-level test may align better with some students' learning opportunities and experiences than the on-level test for their grade.
Assistance with the Answer Document	An assistant or proctor may record a student's answers in the test booklet or answer document if the student is unable to do so because of physical impairment.
Assistance with the Online Test	An assistant or proctor may record a student's answers in the online test if the student is unable to do so because of physical impairment.
Repeated Directions	Directions may be read aloud as many times as is necessary to ensure that students understand what they are supposed to do. There are exceptions, which vary by level; see the *Directions for Administration* for details. In addition, a test administrator who is fluent in the signing or cueing methods used by the student may need to repeat directions or certain portions of the test administration to clarify procedures for the student. **Online testing with audio** Levels 5/6–8 and the Level 9 Word Analysis and Listening tests, students may play the directions as many times as necessary to ensure they understand what they are supposed to do.
Extended Time	Some students may need extra time to reduce the effect of a slow work rate on their test performance. Students who use magnifiers, have attention disorders, or need help with word identification or reading are examples. Guidance from the student's IEP should be followed when extended time is needed.
Separate Location	A separate room should be made available for students who might be distracted by the pace at which their peers work, who may need extra breaks, or who might be disruptive in a larger group.

Continued on next page…

Accommodations, *continued*

Accommodation	Description
Test Administered by ELL Teacher or Individual Providing Language Services	This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available if their need was not anticipated at the outset of the test administration.
Provision of English/Native Language Word-to-Word Dictionary	Students may be permitted to use a glossary (no definitions) that translates an English word into the corresponding word in their home language. The need for this assistance is determined by the student's teacher and depends on whether such glossaries are routinely used by the student during classroom assessments.
Large-Print Edition	Students with visual impairments may benefit from the use of a large-print version of the test.
Other	Accommodations noted in a student's IEP but not included in this list may be used. However, they should be used only if doing so will not alter the nature of the achievement the test is intended to measure.

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