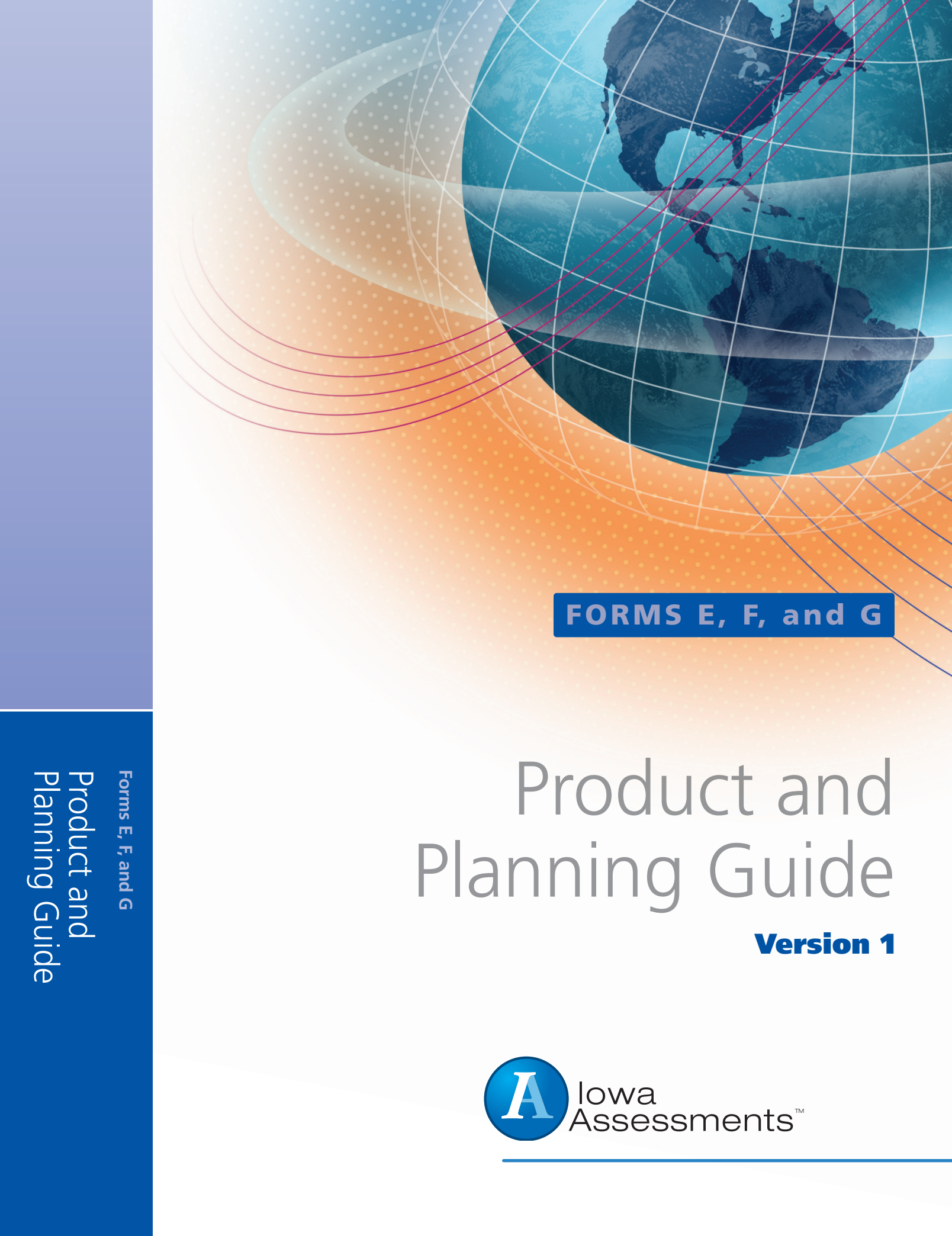




FORMS E, F, and G

Product and Planning Guide

Version 1

Forms E, F, and G
Product and
Planning Guide



Developed at The University of Iowa by

Iowa Testing Programs

Acknowledgments

Photographs

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Purpose

The *Iowa Assessments™ Product and Planning Guide* helps school administrators and test coordinators understand and select *Iowa Assessments* products and services in preparation for selecting test formats and levels and beginning testing.

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 configurations that best meet your testing needs.

Getting More Help

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

- Your Riverside Insights® Assessment Consultant
- Riverside Insights Customer Service

Email: inquiry@service.riversideinsights.com

Phone: 1-800-323-9540

What are the *Iowa Assessments*?

The *Iowa Assessments* were developed at the University of Iowa and are backed by a tradition of more than 90 years of educational research and test development. 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* offers 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.

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) and Multi-Tiered System of Supports (MTSS)—Identify students who may benefit from intensive, systematic learning supports and 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 13 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	Recommended Grade Level	
5	5	K.4–K.9	Kindergarten— Grade 1 Fall
6	6	K.8–1.9	Kindergarten Spring— Grade 1 Spring
7	7	1.7–2.5	Grade 1 Midyear— Grade 2 Midyear
8	8	2.5–3.5	Grade 2 Midyear— Grade 3 Midyear
9	9	3.0–3.9	Grade 3
10	10	4.0–4.9	Grade 4
11	11	5.0–5.9	Grade 5
12	12	6.0–6.9	Grade 6
13	13	7.0–7.9	Grade 7
14	14	8.0–8.9	Grade 8
15	15	9.0–9.9	Grade 9
16	16	10.0–10.9	Grade 10
17/18	17–18	11.0–12.9	Grades 11–12

Batteries

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.

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

Complete Battery—The Complete Battery consists of the entire collection of tests that measure the broadest range of skills.

Core Battery—The Core Battery consists of the same tests as the Complete Battery except for 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 and is available for test levels 7-14 (Grades 1 through 8 or 9).

Information to help you select the appropriate test levels and batteries is presented in Part 3, beginning on page 17.

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		
		Complete (Core in Bold)		Survey
Levels 5 and 6	K	Vocabulary Word Analysis Listening (Core Battery not available for Levels 5 and 6)	Language Mathematics Reading (2 parts at Level 6)	(Survey Battery not available for Levels 5 and 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 (Grade K)	Complete	2 hr, 30 min ¹	146
Level 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	Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 min	304
	Core	Forms E and F: 3 hr, 45 min Form G: 3 hr, 55 min	244
	Survey	1 hr, 40 min	Forms E and F: 82 Form G: 74
Level 9 (Grade 3) With optional Word Analysis and Listening tests	Complete	Forms E and F: 5 hr, 40 min ² Form G: 5 hr, 50 min ²	365
	Core	Forms E and F: 4 hr, 30 min ² Form G: 4 hr, 40 min ²	305
Level 10 (Grade 4)	Complete	Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 min	335
	Core	Forms E and F: 3 hr, 45 min Form G: 3 hr, 55 min	267
	Survey	1 hr, 40 min	Forms E and F: 88 Form G: 77
Level 11 (Grade 5)	Complete	Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 min	361
	Core	Forms E and F: 3 hr, 45 min Form G: 3 hr, 55 min	287
	Survey	1 hr, 40 min	Forms E and F: 93 Form G: 84
Level 12 (Grade 6)	Complete	Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 min	381
	Core	Forms E and F: 3 hr, 45 min Form G: 3 hr, 55 min	303
	Survey	1 hr, 40 min	Forms E and F: 99 Form G: 89

continued on next page...

Level	Battery	Testing Time	Total Number of Questions
Level 13 (Grade 7)	Complete	Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 min	402
	Core	Forms E and F: 3 hr, 45 min Form G: 3 hr, 55 min	320
	Survey	1 hr, 40 min	Forms E and F: 104 Form G: 93
Level 14 (Grade 8)	Complete	Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 min	422
	Core	Forms E and F: 3 hr, 45 min Form G: 3 hr, 55 min	336
	Survey	1 hr, 40 min	Forms E and F: 110 Form G: 97
Levels 15–17/18 (Grades 9–12) (Forms E and F only)	Complete	3 hr, 55 min	302
	Core	2 hr, 35 min	204

¹ For Levels 5–8, 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 score totals and composites on score reports, you must administer certain tests. For example, to obtain an English Language Arts Total for Levels 5 and 6 tests, you must administer the Reading, Language, and Vocabulary tests.

Appendix B, beginning on page 57, 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 are 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 two modes of administration for the *Iowa Assessments*.

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

Online testing—Students take the tests online through the Riverside Insights *DataManager* system. Answers are transmitted to Riverside Scoring Service for scoring. For more information about *DataManager*, see page 46.

All Levels 5–8 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 (paper and pencil or online), that student should complete the test in that mode. If a situation arises that necessitates switching the mode of testing mid-assessment (for example, online to paper and pencil), the student should start again from the beginning and complete the entire assessment using only one mode of testing. Students taking the Level 5, 6, 7, or 8 test online should complete the test using either the proctor-led mode or the online with audio mode. Online modes of administration should not be mixed across proctor-led and audio once a student begins testing.

Please note: The audio for online testing includes only those instructions and item prompts that a proctor would read aloud. Online audio for the *Iowa Assessments* is not a text-to-speech accommodation. It does not provide audio for item passages, question text, or answer categories.

Comparability Research

Educators often ask if scores from different modes of administration use the same norms and whether students tested in different modes can be compared with fairness. Prior to publishing a new Form or mode of testing, such as online or online with audio, Riverside Insights conducts comparability research. Through our research and resulting psychometric analysis, the scores of students tested on different Forms and/or using different modes of administration are equivalent and comparable.

Riverside Insights and its author teams conducted comparability research for computer-based online testing (using desktop or laptop machines) and paper-based testing. **No systematic differences in student performance were found for the *Iowa Assessments* comparing the results of online testing to those of paper testing.**

Due to the careful psychometric research conducted, educators can be confident that students' results are comparable across different testing modes and administrations, including students tested on paper, online, and/or with audio. There are no systematic differences in performance or in students' scores based on mode of testing (paper, online, online with audio, desktop, laptop, Chromebook™, iPad®).

Riverside Insights and the *Iowa Assessments*’ authors have no reservations about the appropriateness and fairness of online testing for students, including young primary grade students. The following suggestions and best practices may serve to address your questions about online testing:

- Today’s young students are “digital natives.” In fact, they may be more comfortable with an online testing experience than they would be with paper. While paper testing has long been the standard, using computers and screens to touch or click answers is likely much more natural to these young students than being asked to “bubble in” their selected response in a paper booklet.
- The individual presentation of items screen by screen in online testing may curb distraction to help students focus better on each item. Only one item appears at a time in the online testing interface, as opposed to multiple items appearing on a page in a paper test booklet.
- Online testing with audio provides a more standardized experience for testing students, ensuring that all instructions are read completely and clearly. Students may click to repeat the audio as many times as needed while testing.
- Whenever possible, students should be allowed to experience and practice with the device(s) and testing interface prior to testing. Whether using Chromebooks, laptop/desktop, iPad, or paper testing, the day of testing should not be the first time the students have used the device/mode of testing.
- The Getting Started Tutorial familiarizes students with the testing interface and screen navigation prior to testing. The tutorial may be assigned to students as many times as necessary—even during testing—to ensure that students understand how to proceed through the online test. For instance, if testing sessions are split across multiple days, students may be re-assigned to the Getting Started Tutorial at the beginning of each day’s testing reorient them to the task.
- The online testing interface employs the principles of Universal Design to ensure the best possible testing experience for all students. For instance, the on-screen item responses for young students are not limited to the small response circle under each picture. Students can click on the picture itself or in the general vicinity of the small circle to choose their response. Once selected, the response circle under the picture they have chosen is highlighted so that they can tell both that they have answered the question and which answer they have chosen. Students can change answers as often as needed before submitting and can go back to change answers when in the audio testing mode.
- Additionally, students can be tested using a tablet, mouse, keyboard, touchpad, or touchscreen to select their answers. For instance, students are not limited to using the mouse if touchpad or touchscreen is available and they prefer it.
- We recommend using the same mode of testing for all students whose scores will be compared whenever possible. However, due to our comparability research, educators can be assured that scores are comparable across modes of testing as needed.
- We recommend using the devices students are most accustomed to, and using similar devices (and/or similar levels of exposure to the devices) for students whose scores will be compared. For instance, if one building has one-to-one Chromebooks, and students use them every day, those students may have a level of comfort with Chromebooks that students in other buildings do not. If another building is not one-to-one but has a computer lab with desktops that students use each week, it may be advisable to

test the first building with the Chromebooks and use the lab for the other building rather than trying to test students in both buildings on Chromebooks, which could disadvantage the students in the building where they are not typically in use.

- The best way to ensure validity for inferences around testing scores is to make sure that students are comfortable with the testing situation (and devices) and that they know what they are expected to do. As long as that rule is observed, scores are comparable.

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 Levels 5 and 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 Forms E and F questions and most Form G questions are in multiple-choice format.

Some questions in Form G Reading, Mathematics, Science, and Social Studies are technology-enhanced items (online administration only). Students taking the tests on a computer review the answer choices and use the mouse, touch pad, or touch screen to click an answer choice or drag that answer choice to the correct location. Students cannot select a response to a technology-enhanced item by typing a number or letter.

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. Students taking the tests on a tablet tap an answer choice.

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 for Paper-and-Pencil Testing” on page 25 for descriptions of the test booklets and answer documents.

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

Multiple levels can be administered when testing online with audio for Levels 5–8, or self-paced for Levels 9 and 10–17/18. Students will use headphones to hear audio directions or read the directions for themselves on screen.

When testing with paper, you can administer more than one level of the *Iowa Assessments* in the same testing room simultaneously, depending on the test levels. This is helpful in split classrooms and when one or more students in a single-grade class are testing out of 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. If Word Analysis and Listening are administered for Level 9, these subtests must be administered separately, because they require that the proctor read the item prompts aloud to testing students.
- 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.

Typical Accommodations

- Test read aloud
- Separate testing location
- Directions repeated
- Assistance with the answer document
- Assistance with the online test
- Out of level test administered
- Extended time
- Large-print test booklet
- Test administered by ELL teacher
- Provision of English/native language word-to-word glossary
- Small group/individual administration

Appendix D, beginning on page 71, 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 way you would use scores for other students.

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.

Large-Print Edition

A large-print edition of the *Iowa Assessments* is available at Levels 7–17/18 for students with visual impairments. Large Print booklets cannot be scored through Riverside Scoring Service. A separate answer document or machine-scorable booklet must be available in which to transcribe the student's answers. Students' answers may also be transcribed into the online testing interface.

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 Complete/Core at Levels 9–17/18 and Form E Survey Levels 7–14 is equivalent to the regular edition. You can, therefore, interpret test results in the same manner for students tested with either edition. Students' answers from the Braille edition must be transcribed onto an answer document or into the online testing interface to be scored.

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 measure skills and knowledge related to the curriculum without significant interference from their limited opportunity to learn English. 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 71.

CogAT scores?

Scores from the *Iowa Assessments* and the *Cognitive Abilities Test*[™] (CogAT[®]) are reported separately online in *DataManager*. A predicted achievement score (PNPR) can be provided on *Iowa Assessments* reports for students who have taken CogAT within the past 2 years (24 months).

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*.

Important Predicted scores (using CogAT results to predict *Iowa Assessments* performance) are available if CogAT Form 7 or 8 is administered within two years prior to administration of the *Iowa Assessments* Form E, F, or G. Predicted scores require the administration and scoring of CogAT be completed prior to the *Iowa Assessments* and are available as a selection when reporting your *Iowa Assessments* scores.

For all paper testing, the *Iowa Assessments*/CogAT answer documents and machine-scoreable booklets may be sent to the Riverside Scoring Service at the same time.

For online testing, the CogAT test event must be completed and closed prior to closing the *Iowa Assessments* test event for calculation of predicted scores in reporting.

What types of reports are available?

Riverside Insights offers web-based reports through *DataManager*. 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 46.

<i>Iowa Assessments</i> Reports		
Report Title	Type	Description of Report Contents
List of Student Scores		Class listing of scores from the <i>Iowa Assessments</i> by student
Individual Performance Profile		Individual student data reported at the test and skill domain level
Student Profile Narrative		<i>Iowa Assessments</i> data reported by content-area test for an individual student
Group Performance Profile		<i>Iowa Assessments</i> results reported by content-area test and skill domain for a class (or school or school system based on the group option selected)
Class Item Response		Individual and group <i>Iowa Assessments</i> data reported for content-area tests, skill domains, and individual items
Group Item Analysis		<i>Iowa Assessments</i> 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
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 <i>Iowa Assessments</i> or the <i>Iowa Assessments</i> and <i>CogAT</i> , 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 <i>Iowa Assessments</i> data reported for content-area tests, skill domains, and individual items
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		<i>Iowa Assessments</i> 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

Key to Type:  = Individual Student,  = List of Students,  = Group Summary

continued on next page...

<i>Iowa Assessments Reports</i> <i>(continued)</i>		
Report Title	Type	Description of Report Contents
Group Roster Report— Item Analysis		<i>Iowa Assessments</i> 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		<i>Iowa Assessments</i> test and composite scores filtered by subgroup based on demographic data and supplemental coding supplied for each student
Subgroup Roster Report— Skill Domains		<i>Iowa Assessments</i> skill domain data filtered by subgroup based on demographic data and supplemental coding supplied for each student
Subgroup Roster Report— Item Analysis		<i>Iowa Assessments</i> 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 (<i>Iowa Assessments</i> or <i>CogAT</i>), 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

Part 3

Selecting Test Battery and Level

Which test levels will I need?

Test levels 5–17/18 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. Students should be administered the test level most compatible with their 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	5	5–6
1	6–7	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

Availability of Norms

The availability of National Percentile Ranks (NPR) may be an important consideration when choosing which test level(s) to use. Due to the test blueprint and subtest design for early grades K and 1, NPR scores are not available for certain combinations of test levels and testing seasons.

- Fall norms are available for Kindergarten when using Level 5 and the 2024 norms.
- Kindergarten norms for fall and midyear are based on Level 5. Fall and midyear K norms are not available when testing with Level 6.
- Spring norms for Kindergarten are available for both Levels 5 and 6.
- Norms for fall of grade 1 are available with Levels 6 and 7 with the 2024 norms.
- Norms for Level 7 began in midyear of grade 1 for the 2017 norms.

Grades K–2

The tests at Levels 5, 6, 7, and 8 were designed to help describe the academic progress of students in a developmental sequence from Kindergarten through grade 2.

Four 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 4 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.

Example

Students will have been in second grade for five months prior to testing in early March, so they will be testing in the sixth month of the school year. Assuming a 10-month instructional year, Level 8 would be the most appropriate level to use for grade 2 students because they are testing midyear.

Levels 5 and 6 Reading—The Levels 5 and 6 Reading tests assess emerging literacy skills. Depending on the grade, the time of year the test is to be given, and 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 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 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 is for grade 5, and so on. Level 17/18 is a single test level that is used in both grades 11 and 12.

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.

When testing online, students may be individually assigned to a different test level than that of grade level peers. **Students who take a different test level will receive grade level scores for the level at which they were rostered. For instance, students rostered as grade 2 will receive grade 2 scores whether they take test Level 8 or Level 9.**

Students who take a different test level from the rest of their grade will be reported separately in web reporting.

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.

Please note: Students' scores are reported based on their rostered grade level—not the test level administered. If out-of-level scores are needed, such as for acceleration decisions, refer to the appropriate *Iowa Assessments Norms and Score Conversions Guide* and use the student's Standard Scores (SS) to look up percentile rank comparisons to other grade levels.

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 an elementary or middle-school level in most subjects will probably need out-of-level testing. Students with severe reading deficiencies who are working at or near grade level 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.
- When testing an individual student using more than one test level, each level must be administered in a separate online test event. For paper testing, 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, online testing with audio can be used, or each level 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 4. 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.

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

Test Level	Test Batteries Available
5 and 6	Complete
7–14	Complete, Core, and Survey
15–17/18 (Forms E and F only)	Complete and Core

Differences in Batteries by Level

The table below compares the batteries and identifies some factors to consider in deciding which battery to use.

Comparison of Test Batteries

Levels Offered	Complete	Core	Survey
	Levels 5–17/18	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 5 for complete list	Contains full-length tests for all content areas but omits tests for 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 5–8 are untimed, so times for those levels are estimates Level 5: 2 hr, 30 min Level 6: 2 hr, 40 min Levels 7 and 8: 4 hr, 10 min Level 9*: Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 min Levels 10–14: Forms E and F: 4 hr, 55 min Form G: 5 hr, 5 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*: Forms E and F: 3 hr, 45 min Form G: 3 hr, 55 min Levels 10–14: Forms E and F: 3 hr, 40 min Form G: 3 hr, 50 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 in the areas tested	Limited depth of coverage because of fewer test items in the Reading and Mathematics tests

continued on next page...

Comparison of Test Batteries *(continued)*

Levels Offered	Complete	Core	Survey
	Levels 5–17/18	Levels 7–17/18	Levels 7–14
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 Provides a general picture of student performance in the content areas assessed as compared to other students nationally	Permits diagnostic use of results the same as Complete 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 as 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.

Practice Tests

The Practice Tests for the *Iowa Assessments*, available separately in paper-and-pencil format, have been designed to help students, educators, and parents become familiar with the types of questions in the tests. If Practice Tests will be used, determine whether they will be used across the school system, in specific buildings or grade levels, or for a few specific individuals who are likely to need the extra practice, such as English language learners (ELL).

If Practice Tests will be used, confirm that the testing schedule allows time for their administration. The testing schedule for each grade level or class using practice materials should specify the following information:

- which Practice Tests will be administered to whom
- the date, time, location, and test administrator for each Practice Test administration

For guidance on when and how to administer Practice Tests, refer to the Practice Test Directions, available through *DataManager*. The Practice Tests may be divided into multiple testing sessions, with each session administered immediately before the corresponding regular *Iowa Assessments* test, or administered in a single session immediately before the first session of regular testing.

Make-up Tests

Students should complete make-up tests within one to two weeks after the regularly scheduled testing. Prompt make-up test administration is important for these reasons:

- It helps ensure group test data are reliable. Long delays in make-up testing allow make-up test participants the advantage of additional instruction time their peers did not receive before taking the test. Such delays could also cause results to be reported in different norming windows (for example, make-up tests could be reported using midyear norms rather than fall norms).
- If testing on paper, make-up tests should be included when answer documents are returned to ensure that all scores are in the test event for reporting. If you are sending your answer documents to Riverside Scoring Service for scanning, plan to submit all answer documents at the same time.

What materials are needed for testing?

Optional Pretesting Materials

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 for purchase in paper-and-pencil format only.
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Testing Materials for Online Testing

Online tests are administered through the Riverside Insights *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. Training is required prior a system's first time testing in *DataManager*.

Directions for Online Administration—Each test administrator will need a Directions for Online Administration document 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 documents:

- *Directions for Online Administration, Complete/Core/Survey, Levels 5–8*
- *Directions for Online Administration, Complete/Core/Survey, Levels 9–17/18*

Testing Materials for Paper-and-Pencil Testing

Test Booklets—Paper and pencil testing materials are available for Form E Levels 5-17/18 and Form G Levels 5-14. Braille materials are available for Form E Levels 9-17/18. Large Print test booklets are available for Level 7 and higher for Form E and Form G.

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.

Paper Test Booklets Available by Level and Battery for Forms E and G

Level	Test Booklet Type by Battery
5 and 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/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 (Form E only) Braille Edition: Survey—2-volume reusable booklet (Form E only)
10–14	Complete/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 (Form E only) Braille Edition: Survey—2-volume reusable booklet (Form E only)
15–17/18 Form E only	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 test level and assessment configuration (Complete, Core, or Survey).

- **Riverside Scoring Service Scanning**—Answer documents purchased from Riverside Insights should be sent to Riverside Scoring Service for scanning. Online, printable, and downloadable reports and data will be provided in *DataManager*. The table below summarizes the answer documents that are available for each level.
- Answer folders for Complete/Core Levels 9–17/18 include space for *CogAT* answers. If you do not administer *CogAT*, that space should be left blank.

Answer Documents Available by Level

Battery	Levels 5 and 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 if Word Analysis and Listening will be administered for Level 9.	Four-page answer folder, which includes space for <i>CogAT</i> answers if both tests are administered	Four-page answer folder, which includes space for <i>CogAT</i> 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	Two-sided 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 downloaded from *DataManager*.

Note: Directions for Administration for paper-and-pencil testing are separate for machine scorable Levels 5 through 9 by both Form and Level. At Levels 9 and above, Directions for Administration for paper-and-pencil testing are combined across levels. Forms E and F Directions for Administration are separate from those for Form G.

Directions for Administration Booklets by Battery

Complete/Core	Survey
Level 5	Level 7
Level 6	Level 8
Level 7	Level 9 Machine-Scorable Edition
Level 8	Levels 9–14
Level 9 Machine-Scorable Edition	
Levels 9–14	
Levels 15–17/18 (Forms E and F)	

Posttest/Support Materials*

<i>Iowa Assessments Guide to Scores</i>	Provides information to help educators understand and use the test information obtained from score reports
<i>Content Classifications Guide</i>	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
<i>Norms and Score Conversions Guide</i>	Provides tables for calculating scores and converting them into other score types, such as standard scores, percentile ranks, grade equivalents, and stanines

* Available for download from *DataManager*

Ordering Barcode Labels and Services

By using barcode labels on paper 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 information system can be used in preparing barcode labels. For example, if student demographics and program information such as (race/ethnicity, free/reduced-price meal eligibility, and IEP status, are stored in the student information system, such information can be exported to a data file that can then be used to prepare the barcode labels. Riverside Insights 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. The Online Barcode Ordering system is located at: barcode.riversideinsights.com

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. Prior to online testing for the first time, training is required. Training should be scheduled no less than 8 weeks prior to online testing.

School-System Planning Calendar for Ordering, Printing, and Distributing Testing Materials

	Weeks Prior to Testing	Test Planning Activity for Paper-and-Pencil Testing	Test Planning Activity for Online Testing
	8	For grades being tested, request enrollment counts and any out-of-level testing counts from each school.	Schedule required training sessions if online testing for the first time.
	7	Receive the enrollment counts requested in Week 8 from each school. Review 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 Insights.	Receive the enrollment counts requested in Week 7 from each school.
	4		Submit order form for online testing.
	3	Materials shipped from Riverside Insights to the school-system office. Verify materials received from Riverside Insights.	Receive the <i>DataManager</i> system access credentials for account holder and instructions for uploading files. Create and upload location, staff/user, and student data files to Riverside Insights secure FTP site.
	2	Count out and package materials for each school in the school system. Distribute packaged materials to schools in the school system.	
	1	Schools check materials shipment received from the school-system office. Schools conduct training for test administrators.	Receive <i>DataManager</i> access credentials for staff. Set up testing sessions in <i>DataManager</i> . Test administrators and proctors take <i>DataManager</i> Proctor training online.
	0	Schools distribute materials to classrooms and begin testing.	Begin testing.

How do I order tests and scoring?

Licenses for online testing and paper testing materials may be ordered online through the Riverside Insights website at www.riversideinsights.com.

Prior to your first order for online testing, please review the system requirements and contact Riverside Insights Customer Service to schedule required trainings for online testing.

Testing Materials Checklist

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

	Checklist
	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? • 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?
	For online testing: • Is training needed/scheduled? • Who will create and submit roster files? • What quantity of test administrations is needed? • Which Form(s) and battery(ies)?

How do I order scoring services?

Scoring services and web reporting are included with the purchase of paper testing materials and online testing.

Web Reporting

Web reporting through *DataManager* includes dynamic online reports with options to download reports as PDFs for local printing, export to Excel, and extract a complete data file of student scores and demographics. Web reporting is included at no additional fee. Results are available in *DataManager* 24 hours after students complete and close online tests. Please allow 10–14 business days after shipping paper materials to Riverside Scoring Service for reports to be available in *DataManager*. Online reports will be posted within 24–48 hours after all paper materials have been received and scanned.

Order Form for Riverside Scoring Service (OSS)—Paper Testing

An Order for Scoring Service (OSS) is included in trailer package that arrives with your paper testing materials. Return the OSS with your paper testing materials to specify your date of testing and number of tests included in the shipment. You can also indicate any special requests on the OSS (norm year, local norms, etc.). Ordering Instructions for completing the OSS are available on the website. If you are missing the OSS, or have any questions about how to complete it, contact a Riverside Insights Customer Service representative.

Please ship all paper testing scoring orders to:

Riverside Scoring Service
9200 Earhart Lane SW
Cedar Rapids, IA 52404-9078

In Brief

Before you begin planning for the administration of *Iowa Assessments*, it is important to confirm a number of decisions and requirements with the testing program decision-maker. This information forms the basis of a testing plan.

Key Testing Plan Decisions

Use this list to gather information from the testing program decision-maker. Detailed information about each of these items follows the list.

- What are the purposes (objectives) of testing?
- Which grades will be tested?
- Which test levels and batteries will be administered?
- What tests within each battery will be administered?
- Which mode of test administration (paper and pencil or online) will be used?
- Will *CogAT* be administered with the *Iowa Assessments*?
- What are the testing dates?
- Will practice materials be used? If so, in which classes?
- Will the use of calculators be allowed during the Mathematics test?
- Which staff members will be involved or affected by the testing program?
- What policies and guidelines govern testing irregularities and retesting?
- Which students require testing accommodations or modifications? What are those accommodations or modifications?
- For online testing, who is responsible for rostering students?
- For paper testing, how will student information be added to answer documents? (Will barcode labels be used?)
- Will there be any supplemental coding requirements? If so, what are they?
- Have licenses for online testing been purchased? Or, have any required paper materials been ordered in sufficient quantities? What is the procedure for obtaining additional testing materials?

Testing Dates and Logistics

When will testing occur?

Fall, midyear, or spring testing dates each have their own advantages. A key factor in selecting the time of year for testing is one of long-term stability. The time of year for testing should remain consistent from year to year so that scores are comparable; then estimates of individual growth and measures of year-to-year improvement are accurate and reliable.

Many score interpretations and most score uses depend on annual testing with approximately one year between test administrations. Over time, consistent testing dates provide the trend data needed to gauge performance improvement for individual students and the school.

Test administration at each building should occur on approximately the same dates to expedite receipt of test results for a school system and to keep results within the same norming window: fall (August 1–November 30), midyear (December 1–February 29), or spring (March 1–July 31). Confirm testing dates with the testing program decision-maker, school-system administrators, and building principals.

Make-up Tests

Students should complete make-up tests within one to two weeks after the regularly scheduled testing. Prompt make-up test administration is important for these reasons:

- It helps ensure group test data are reliable. Long delays in make-up testing allow make-up test participants the advantage of additional instruction time their peers did not receive before taking the test.
- Make-up tests need to be included in the same test event for scores to be reported together. If you are sending paper answer documents to Riverside Scoring Service for scanning, plan to submit all answer documents at the same time.

Testing Policies

Will calculators be allowed during the Mathematics test?

(Levels 9–17/18 only) If your school system/school policy permits, calculators approved for classroom use may be used on the Mathematics test, or students may use the calculator available in the online Mathematics test. Students are prohibited from using calculators during the optional Computation test.

Important

DataManager automatically enables the online calculator for the Mathematics test during test event setup. If your school system/school policy does not permit calculators, then the online calculator must be disabled during test event setup.

Will students be allowed extra time to complete their tests?

Test administration times for Levels 5–8 are approximations; the Directions for Administration state that test administrators should allow time for all students who are capable of doing so to complete each test.

For Levels 9–17/18, however, the testing times indicated in Appendix C are time limits that allow the majority of students to complete the tests. (See testing times for Levels 9–17/18 beginning on page 66.) When possible, you should adhere to these times so that the scores will be meaningful when compared with scores of other students and groups. Administration times may be adjusted by school-system policy for individuals or groups; responsibility for such adjustments lies with the testing program decision-maker, not the test administrators.

How will retesting be handled?

Learn what your school-system or school policy is for retesting due to irregularities in test administration. In case retesting of some students is necessary, develop your plans to account for additional retesting time and staff,

Accommodations and Modifications

Do any students require testing accommodations or modifications? Familiarize yourself with the accommodations and modifications commonly used in the administration of the *Iowa Assessments*. (Refer to Appendix D, beginning on page 71.) Then, work directly with teachers to obtain a list of students and classrooms that require accommodations or modifications. Ask the following questions and document the answers.

- Which classrooms and individual students require accommodations or modifications?
- What types of accommodations or modifications are needed?
- What supplies, room setups, or other preparations are needed for the accommodation or modification?

After gathering information on the accommodations and modifications needed, determine what impact this has on the testing plan in terms of staffing and testing locations. Modify the plan or confirm changes as necessary to prepare test sites and train test administrators to handle accommodations and modifications.

Student Identification and Demographic Information

What information is required?

Determine what student demographic and program information your school system requires along with student identification information and which approach your school system has chosen for including this information.

Will supplemental coding be used?

Supplemental coding captures information that is useful in analyzing the performance of subgroups of students and in customizing score reports. Supplemental coding is optional and should be used only in cases where the school system or school administration indicates it is needed.

For information on why and how to use supplemental codes, refer to the *Supplemental Coding Guide*, available through *DataManager*.

If your school system will use barcode labels or test online, supplemental data can be included in your barcode or Student Data roster files—saving time while providing highly accurate coding.

Online testing—The school system submits data files containing student identification and demographic information to Riverside Insights, which uploads the data files to *DataManager*. The school system then administers online tests through *DataManager*. Supplemental coding for students testing online is included in the Student Data File your school or school system submitted to Riverside Insights when your *DataManager* account was set up. There are no additional steps required.

Barcode labels—Barcode labels are encoded with student identification and demographic information to affix to answer documents. This shortens test-administration time and promotes greater accuracy in the demographic information on reports and in score data files.

If your school system orders barcode labels separately, modify or confirm the test plan to include the following actions.

- Identify when barcode labels will be affixed to answer documents and who will affix them. Barcode labels must be affixed to the answer documents before testing begins.
- Instruct teachers and/or other test administrators on how and when to affix barcode labels.

To include supplemental coding in barcode labels, you must provide the coding information for each student in the Barcode Data File you submit to Riverside Insights when you place your barcode label order. Barcode labels can be ordered here: barcode.riversideinsights.com.

Manual coding—Students and/or school personnel hand mark information on the student information page of catalog answer documents.

If your school system plans to hand mark student information on catalog answer documents, the testing program should include the following information regarding supplemental coding:

- the coding scheme to be used on the individual answer documents
- the people responsible for manually marking the codes and the schedule for doing so

Note: Manual marking of supplemental codes should be done by the test administrator or other school personnel after testing has been completed. Supplemental coding should not be marked by students.

Testing Materials

What materials are required for this test administration?

Online Testing

The following list identifies the materials needed for online administration of *Iowa Assessments* (all levels).

- *Directions for Online Administration*—Available for download from *DataManager*
- Scratch Paper—Scratch paper may be used with any Level 5–8 test. For Levels 7 and 8, each student should have one sheet of scratch paper for Part 2 of the Mathematics test and another for the Computation test. For Levels 9–17/18, each student should have a supply of scratch paper for all test sessions.
- Pencils—When scratch paper is used, each student should have one sharpened pencil with an eraser.
- Session Code—The session code corresponds to the testing session you are administering.
- Student Login Information—Student login information consists of the first name, last name, birth month, and birth day of each student or the student’s unique ID number.
- Spare Computers or Tablets—Verify that one or two spare computers or tablets are available to replace a computer or tablet that is not working properly.
- Headphones—If you are administering the test with audio, you will need a pair of headphones for each student. Verify that one or two spare headphones are available to replace a pair that is not working properly.

Paper-and-Pencil Testing

The following table identifies the materials needed for paper-and-pencil administration of *Iowa Assessments*.

Materials	Paper-and-Pencil Testing					
	Levels 5 and 6	Level 7	Level 8	Level 9	Levels 10–14	Levels 15–17/18
Directions for Administration	✓	✓	✓	✓	✓	✓
Test booklet ²	✓	✓	✓	See note 1	✓	✓
Separate answer document				See note 1	✓	✓
No. 2 pencils with erasers	✓	✓	✓	✓	✓	✓
Place marker ³	✓					
Scratch paper ⁴	✓	✓	✓	✓	✓	✓
Calculator (optional) ⁵				✓	✓	✓
Timing device				✓	✓	✓
Extra materials ⁶	✓	✓	✓	✓	✓	✓

¹ For Level 9 of the *Iowa Assessments*, there is an option to use either a machine-scorable booklet or a reusable test booklet with a separate answer document. Each format has its own *Directions for Administration*. There are two different Level 9 answer documents for the Complete/Core, depending on whether the Word Analysis and Listening tests will be administered.

² Provide one test booklet for each student plus a test booklet for the test administrator.

³ A place marker is a teacher-made 2- by 4-inch piece of cardboard used by students taking Levels 5 and 6 to help them focus on one item at a time within the test booklet.

⁴ If necessary, scratch paper may be used with any Level 5–8 test. For Levels 7 and 8, each student should have one sheet of scratch paper for Part 2 of the Mathematics test and another for the Computation test. For Levels 9–17/18, each student should have a supply of scratch paper for all test sessions.

⁵ The use of calculators for the Mathematics test (but not the Computation test) is determined by school-system/school testing policy.

⁶ Provide test administrators with extra No. 2 pencils with erasers, blank scratch paper for each student, and extra calculators (if calculators are allowed).

Create and Submit Data Files to Riverside Insights

In order to manage your assessment programs in *DataManager*, you must set up your locations, staff/users, and students and create the proper associations between students, teachers, classes, grades, and buildings. This ensures that students can be assigned to take tests and results are reported correctly.

To set up locations, staff/users, and students, you must create and submit data files for import into *DataManager*. A data file is an ASCII text file in comma-delimited (.csv) format. Data from a Microsoft® Excel® spreadsheet can be saved in .csv format using the “Save as” function in Excel. Riverside Insights provides templates to assist you in creating properly formatted data files. The following three data files must be prepared and submitted to Riverside Insights in order to use *DataManager*:

- Location—Contains the places associated with staff/users and students who are involved in testing.
- Staff/User—Contains identification, location, and roles and permissions information for all teachers and staff members who will use *DataManager*.
- Student—Contains demographic and location information for students who will be assigned to take tests with *DataManager*.

Note: In some cases, only the Location or Location and Student Data Files are needed, for example:

- You are the only person in your school who requires access to *DataManager*.
- You are using *DataManager* only to access web reports.

Riverside Insights imports the data into *DataManager* so that you are able to set up your online testing events and manage your assessment program.

For more information

See the Creating and Submitting Data Files guide, available through *DataManager*, for further information about data files and instructions for creating and submitting these files.

Create Test Events

A test event in *DataManager* is established as the midpoint of a range of dates within which you will administer tests. For example, if you administer tests beginning September 1 and ending September 30, select September 15 as your test event date.

Test administration can begin up to 30 days prior to the test event date and should conclude no later than 30 days after the test event date. During this time, you may administer tests to multiple schools within a school system and multiple grades within a school.

It is important to consider how you would like your test results to aggregate before you set up test events. Test results submitted under the same test event aggregate into summary reports for classes, buildings, and the school system as a whole. Conversely, when results are submitted under different test events, data do not aggregate into group summary reports.

For example, if you plan to administer *Iowa Assessments* in the fall across your school system and you want to receive summary test results for the entire school system, you should set up a single test event for the entire school system. You should not set up test events for each school or class within the school system. If reporting predicted achievement scores (using *CogAT* results to predict *Iowa Assessments* performance), predicted scores will use the most recent *CogAT* score within 2 years of *Iowa Assessments* administration. If testing the *Iowa Assessments* and *CogAT* concurrently online, close the *CogAT* test event before closing the *Iowa Assessments* test event to ensure that predicted scores are based on the most recent *CogAT* score.

In the process of planning your school system's test event, you will likely find that testing takes place over the course of several days or weeks. Test events will automatically expire after a period of 30 days from your established test event date. However, it is possible to extend the test event window beyond 30 days and reopen a test event if needed. The Account Holder can reopen a test event once it has been closed. (The Account Holder is the primary contact for Riverside Insights.) If testing is completed in less than 30 days, which is often the case, it is also possible to close a test event prior to its thirty-day expiration so that scores can be aggregated and reports produced.

For more information

For specific instructions on how to create test events, refer to the "Create a test event" topic in *DataManager* Online Help.

Create Test Assignments

A test assignment consists of the specific test group and level you want to administer and the students you assign to take the test. The *DataManager* Assessments application allows you to assign test groups and test levels within a test family to different groups of students or individual students within a given grade for a specific test event.

Whenever possible, you should create a single test assignment for all schools and classes in a given grade. This is the most efficient way to create school-system-wide test assignments. If some schools or classes are not participating in a test event, select only those schools that are participating.

For more information

For specific instructions on how to create test assignments, refer to the "About test assignments" topic in *DataManager* Online Help.

Create Testing Sessions

The *DataManager* Proctor application is used to set up, manage, and administer *Iowa Assessments* tests online. Similar to paper-based administration, online testing sessions are tests planned for administration to a given group of students for a particular test level. You must set up a testing session in *DataManager* for each test you plan to administer. These sessions can be administered at any time within the test event time frame.

A Getting Started tutorial is available to help familiarize students with the online testing environment. In order for students to take the tutorial, you must create a testing session for the tutorial just as you would for a test.

For more information

For more instructions on how to create testing sessions, refer to the “Create a Test Session” topic in *DataManager* Online Help.

Train Test Administrators and Proctors

Ensure test administrators are familiar with *DataManager* and online testing procedures enrolling them in proctor training and providing them with the Directions for Online Administration in advance of online testing. The Directions for Online Administration describes the procedures that test administrators should follow when administering *Iowa Assessments* Online with *DataManager*.

Test Coordinator Action Plan

✓	Task
	Create and submit data files to Riverside Insights.
	Establish test event window and set up test event date in <i>DataManager</i> .
	Assign tests for the test event in <i>DataManager</i> .
	Create testing sessions in <i>DataManager</i> .
	Reserve online testing rooms per the testing schedule.
	Ensure test administrators and proctors are familiar with <i>DataManager</i> and online testing procedures.

Guidelines for Scheduling Tests for Levels 5–8

Refer to the Directions for Administration for recommendations on scheduling these tests. Review the following guidelines and determine which will influence your test schedule.

- For all modes of administration:
 - All tests for Levels 5–8 are untimed. Refer to Appendix C, beginning on page 63, for approximate working times for each test. The actual time required for a given test depends on the skill level of the students being tested, their familiarity with test taking, and the pacing of test administration. Allow enough time so all but the slowest students can complete each test.
 - Levels 5–8 include at least one sample question at the start of each test to acquaint students with question types they will encounter in the test. At Levels 5 and 6, there are also four practice questions to use before students begin testing. Schedule additional time to administer the paper Practice Tests for the *Iowa Assessments*, if applicable.
 - We recommend that the tests be administered over multiple days, rather than all on a single day. Your school or school system can decide on the number of tests to administer per day, the order in which to administer the tests, and the number of days to test.
 - For paper-and-pencil testing, all materials must be distributed before each testing session begins and collected at the end of each session. Therefore, add 10 minutes to the test administration times for each session to distribute and collect testing materials.

- For online testing:
 - Allow five to ten minutes of additional time per testing session to log students in to the system, read directions to the students, and answer any questions.
 - Allow an additional five minutes before the first testing session for students to take the Getting Started tutorial.

Guidelines for Scheduling Tests for Levels 9–17/18

Refer to the Directions for Administration for recommendations on scheduling these tests. Review the following guidelines and determine which will influence your test schedule.

- For all modes of administration:
 - Research shows that the test administration times listed in Appendix C, beginning on page 63, are sufficient to allow the majority of students to complete the test. When possible, adhere to these times so that the norm-referenced interpretation of test results will be meaningful. At the discretion of the testing program decision-maker, however, you may adjust these times for all students. Keep in mind that if a school allows extra time one year, it must maintain that adjustment from year to year if it intends to use test results to gauge student growth.
- Important** If test administration times are adjusted, nationally norm-referenced scores must be interpreted with caution.
- We recommend that you administer the assessment battery over multiple days, rather than try to complete the entire battery in a single day. Shorter testing sessions minimize the effects of student fatigue on performance. Your school or school system can decide on the number of tests to administer per day, the order in which to administer the tests, and the number of days to test.
- Testing sessions may encompass one or more separately timed tests. If you plan to administer more than one test in a given testing session, we recommend allowing a few minutes of rest between the tests.
- For paper-and-pencil testing:
 - All materials must be distributed before each testing session begins and collected at the end of each session. Therefore, add 10 minutes to the test administration times for each session to distribute and collect testing materials.
 - If using answer documents and you choose to have the students manually code the student identification and/or demographic information on their answer documents at the start of the first day of testing, allow approximately 15 minutes for this task.
- For online testing:
 - For Level 9 Word Analysis and Listening proctor-led administrations, allow additional time per testing session to log students in to the system, explain test taking tasks, read directions to the students, and answer any questions.
 - Allow an additional five minutes in the first testing session for students to take the Getting Started tutorial.

Scheduling Make-up Tests

Promptly schedule make-up tests after the completion of regular testing to prevent delays in test scoring and enable the rapid return and analysis of score information. The prompt completion of make-up tests is also important for maintaining standard testing conditions within the school system.

For example, a student who takes the Mathematics test a month after completing the other tests in the battery would receive Mathematics scores not directly comparable with that student's other scores. The student's extra month of instruction and real growth in math, relative to growth in other test areas, would make it difficult to properly interpret the scores and identify relative strengths and weaknesses.

When possible, schedule make-up tests within one week (and concluding no longer than two weeks) after completion of regular testing. While you cannot anticipate the number of students requiring retesting as you create a testing schedule, you can plan dates, testing sites, and staffing.

Scoring Considerations

If make-up testing for any student(s) must occur well after the original testing dates, determine how the make-up tests will be scored. Plan with the following considerations in mind:

- For online testing:
 - Administer all tests, including make-up tests, within the scheduled test event window. The resulting class averages and local norms will be based on the tests submitted within the test event window.
 - Test events may be reopened to include make-up testing. However, tests administered far outside of a test event testing window should be administered in a separate test event which is dated to match the actual test administration date, especially when make-up tests are given during a different normative period (Fall, Midyear, or Spring).
- For paper-and-pencil testing with catalog answer documents:
 - Submit all answer documents completed by a given date to Riverside Scoring Service, understanding that the resulting class averages and any local norms reported will be based only on the answer documents submitted in that scoring order.
 - If additional answer documents for make-up tests are submitted separately at a later date to Riverside Scoring Service, this constitutes a separate scoring order. Complete an Order Form for Riverside Scoring Service (OSS) indicating the make-up test date and the required norms (which may differ from the norms of the original test date).

Example

Your original test administration took place in late October and you requested fall norms when you submitted the Order Form for Riverside Scoring Service (OSS) with that scoring order. In early January, a number of new students enter your school system and you test them along with other students requiring make-up tests. You request midyear norms on the OSS for the January test-takers' answer documents, thereby obtaining results reflective of the later testing date.

Part 7

Related Riverside Insights Products

Riverside Insights offers a number of additional products that complement *Iowa Assessments* results. For more information about these products, see the Riverside Insights website at www.riversideinsights.com.

Assessment	Type of Test	Description	Benefit
<i>Cognitive Abilities Test™</i> (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 <i>Iowa Assessments</i> ; helps teachers understand a student's ability versus achievement
<i>Iowa Algebra Aptitude Test (IAAT®)</i>	Achievement test in secondary mathematics	Measures students' aptitude of algebraic concepts and readiness for placement into pre-algebra or algebra coursework	Assists in placement decisions for secondary math courses, to ensure students are prepared for classes in algebra
<i>Logramos®</i>	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 <i>Iowa Assessments</i> in English; may identify diagnostic information about problems that interfere with student learning

Additional Products and Services

DataManager

The Riverside Insights *DataManager* system is a comprehensive online resource for managing your assessment program for *Iowa Assessments* Forms E, F, and G; *Cognitive Abilities Test (CogAT)* complete and Screening Forms 7 and 8; and *Logramos* Third Edition.

Mode of Administration	Reports and Services
Paper-and-pencil testing —After testing, send answer documents to Riverside Scoring Service for scanning and scoring.	• Web-based reporting including options to download as PDF for local printing, export to Excel, and full data extract • Access to digital ancillaries online
Online testing —Students take tests online and answers automatically transmit to Riverside Scoring Service for scoring within 24 hours of test completion.	

Student Data Export

Complete data export files including the full data file of student scores, test information, and demographic data are available as from *DataManager* as .txt files in the following formats: ASCII Fixed-Width, ASCII Tab-Delimited, ASCII Comma-Delimited, ASCII Pipe-Delimited. The data file contains no software for using the data; it is a collection of records, one line 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 in the roster for online testing or on students' paper answer documents at the time of testing.

- **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. Rostering allows the original student lists to be reorganized so that teachers can have lists of student scores for their sections 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.

Appendix A

Comparison of Tests by Level

Vocabulary

Level	Description
5	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.
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	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.
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	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.
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	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.
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	This test emphasizes words and assesses comprehension of sentences and pictures that tell a story.
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	N/A
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. Forms E and F only: 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	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.
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	N/A
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. The Computation test includes questions that measure the ability to add, subtract, multiply, and divide whole numbers, fractions, decimals, and percentages and questions measuring the ability to manipulate variables and evaluate expressions with exponents or with square roots.

Social Studies

Level	Description
5	N/A
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	N/A
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	N/A
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	N/A
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	N/A
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 Totals and Composites

Computations for Score Totals and Composites

Important The tests you administer determine how Core Composite and Complete Composite scores are computed. Recognizing what test data comprise these scores is important when interpreting results on score reports. For example, for Levels 5 and 6, the tests administered determine whether the Core Composite score on a report is the CT total (derived from Reading, Language, Vocabulary, and Mathematics test results) or the XCT total (derived from Reading, Language, Vocabulary, Word Analysis, Listening, and Mathematics test results).

Complete and Core Tests

Calculating Score Totals and Composites

Key to Tests:				Key to Totals:			
R	Reading	Li	Listening	RT	Reading Total	XCT	Core Composite with XET and M
L	Language	M	Mathematics	LT	Language Total	CC	Complete Composite with ET and MT
WE	Written Expression	MC	Computation	ET	English Language Arts Total	XCC	Complete Composite with XET and MT
V	Vocabulary	SC	Science	XET	Extended English Language Arts Total	CC	Complete Composite with ET and M
WA	Word Analysis	SS	Social Studies	MT	Mathematics Total	XCC	Complete Composite with XET and M
				CT	Core Composite with ET and MT		
				XCT	Core Composite with XET and MT		
				CT	Core Composite with ET and M		

Level	If you want to see this total on your score reports...	Then you must administer these tests...	How totals are calculated
Levels 5 and 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	$LT = L$

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

Calculating Score Totals and Composites *(continued)*

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	$CC- = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS$
	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	$LT = L$

Calculating Score Totals and Composites *(continued)*

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	$XCT- = 0.5 * XET + 0.5 * M$
	Complete Composite with English Language Arts Total, Mathematics, and Computation	Reading, Written Expression, Spelling, Capitalization, Punctuation, Vocabulary, Mathematics, Computation, Science, Social Studies	$CC = 0.33 * ET + 0.33 * MT + 0.17 * SC + 0.17 * SS$

* Level 9 only.

Calculating Score Totals and Composites *(continued)*

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) <i>(continued)</i>	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	$LT = 0.25 * SP + 0.25 * CP + 0.25 * PC + 0.25 * WE$
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	$CC- = 0.33 * ET + 0.33 * M + 0.17 * SC + 0.17 * SS$

* Level 9 only.

Survey Tests

Calculating Score Totals and Composites

Key to Tests:	Key to Totals:
R Reading	SR Survey Reading Total
L Language	SL Survey Language Total
M Mathematics	SM Survey Mathematics Total
WE Written Expression	SWE Survey Written Expression Total
	ST Survey Total

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	$ST = (SR + SWE + SM) \div 3$

Appendix C

Scope and Sequence, Testing Times, and Number of Questions by Level

Level 5 Complete Tests

Test	Approximate Time* (min)	Number of Questions
Vocabulary	20	23
Word Analysis Phonological Awareness and Decoding Identifying and Analyzing Word Parts	20	29
Listening Literal Comprehension Inferential Comprehension	30	23
Language Verb Tense Classification Singular-Plural Usage Operational Language Spatial-Directional Language Prepositions to Denote Relationships Comparative & Superlative Adjectives	25	27
Mathematics Number Sense & Operations Algebraic Patterns & Connections Geometry Measurement	25	27
Reading Words Comprehension	30	17
TOTALS	2 hr, 30 min	146

* Tests are not timed at this level.

Level 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	Forms E and F: 40 Form G: 50	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

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Levels 9–14 Complete and Core Tests *(continued)*

Test (Core tests in bold)	Time (min)	Number of Questions					
		Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
Social Studies	35	30	34	37	39	41	43
History							
Geography							
Economics							
Civics & Government							
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	20	25	27	29	30	31	32
Compute with Whole Numbers							
Compute with Fractions							
Compute with Decimals							
Algebraic Manipulations (Level 14 only)							
TOTALS—Forms E and F Complete	4 hr, 55 min	304	335	361	381	402	422
TOTALS—Forms E and F Core	3 hr, 45 min	244	267	287	303	320	336
TOTALS—Form G Complete	5 hr, 5 min	304	335	361	381	402	422
TOTALS—Form G Core	3 hr, 55 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—Forms E and F Complete Battery with Optional Tests	5 hr, 40 min	365
TOTALS—Forms E and F Core Battery with Optional Tests	4 hr, 30 min	305
TOTALS—Form G Complete Battery with Optional Tests	5 hr, 50 min	365
TOTALS—Form G Core Battery with Optional Tests	4 hr, 40 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—Forms E and F	40	35	38	40	43	45	48
Written Expression—Form G		29	30	33	36	36	38
Mathematics—Forms E and F	30	26	29	31	34	36	39
Mathematics—Form G		24	26	29	31	34	36
TOTALS—Forms E and F	1 hr, 40 min	82	88	93	99	104	110
TOTALS—Form G	1 hr, 40 min	74	77	84	89	93	97

Levels 15–17/18

Test (Core tests in bold)	Time (min)	Number of Questions		
		Level 15	Level 16	Level 17/18
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

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. 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 way you would use scores for other students.

Other accommodations noted in a student's IEP but not listed below 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. 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 that student's 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 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.

continued on next page...

Accommodations *(continued)*

Accommodation	Description
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 5–8 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.
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.

