

Group Assessments

Sample Items

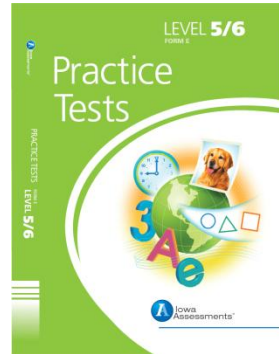


The Iowa Assessments™, Form E, are group-administered achievement tests for grades K-12 that provide a comprehensive assessment of student growth and progress. The Iowa Assessments report out to the CCSS and provide prediction of college readiness for students in grades 6-12. The Iowa Assessments offer flexible modes of administration and scoring including paper and pencil and online testing.

Primary Practice Tests

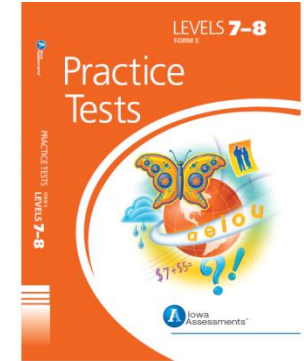
Level 5/6

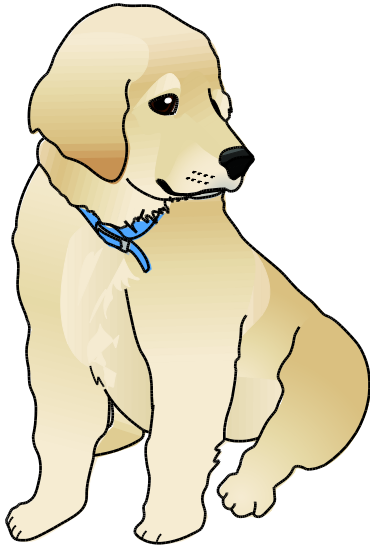
- Vocabulary
- Word Analysis
- Listening
- Language
- Math
- Reading



Level 7/8

- Vocabulary
- Word Analysis
- Listening
- Language
- Math
- Reading
- Computation
- Social Studies
- Science







Kelly and Sara like their new puppy. His brown eyes are big. His big paws move too fast, so he falls over a lot. The girls run around and around with the little puppy until they are very tired. Kelly and Sara lie in the grass to rest, and the little puppy lies down, too. They all fall asleep together.

1 A good name for the story is _____.

- "Puppy Food" "Puppy and Owl" "The New Puppy"

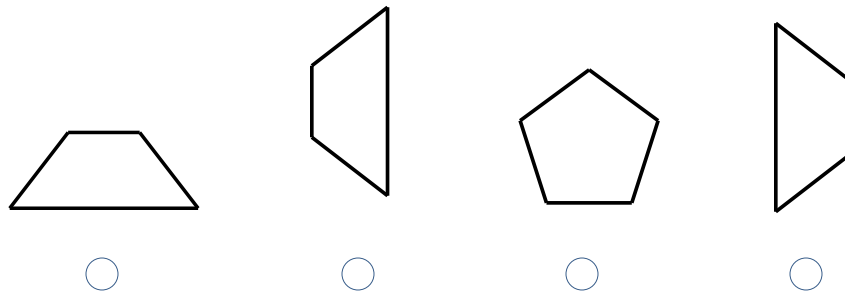
	Cognitive Level	Domain
	Extended Reasoning	Key Ideas
Core		Key Ideas and Details


- The moving truck
- will pick up furniture
- for Mr. anderson.

	Cognitive Level	Domain	Standard
	Essential Competencies	Capitalization	Names
Core		Conventions of Standard English	Capitalize dates and names of people

Look at the shapes in box 2. Fill in the circle under the shape that is different from the others.

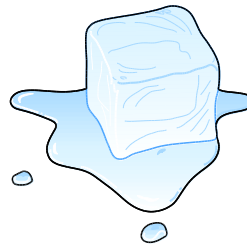
2




	Cognitive Level	Domain	Standard
	Essential Competencies	Geometry	Identify, classify, and compare geometric figures
Core		Geometry	Reason with shapes and their attributes

Look at the pictures in row 4. Fill in the circle under the picture that shows water in its solid state.

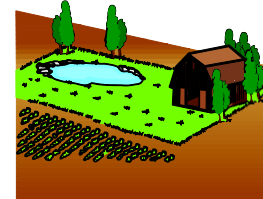
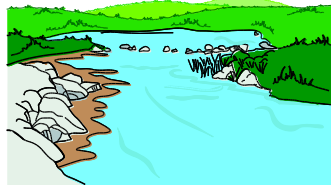
4




	Cognitive Level	Domain	Standard
	Conceptual Understanding	Physical Science	Types & properties of matter
Core		Physical Science	Liquids & solids

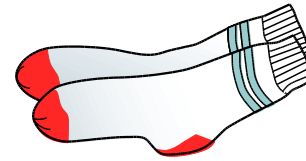
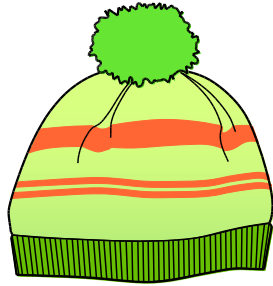
Look at the pictures in row 2. Fill in the circle under the picture of a forest.

2




	Cognitive Level	Domain	Standard
	Essential Competencies	Geography	Earth's Features
Core		Characteristics define regions	Physical characteristics of places

1




Look at the pictures in row 1. Jane learned how to knit presents for everyone in her family. She made her mother mittens, her father a pair of socks, and her brother a hat. Fill in the circle under the picture of what Jane knitted for her mother.

	Domain	Standard
	Literal Comprehension	Literal meaning
Core	Comprehension and Collaboration	Answer questions about key details in a text read aloud

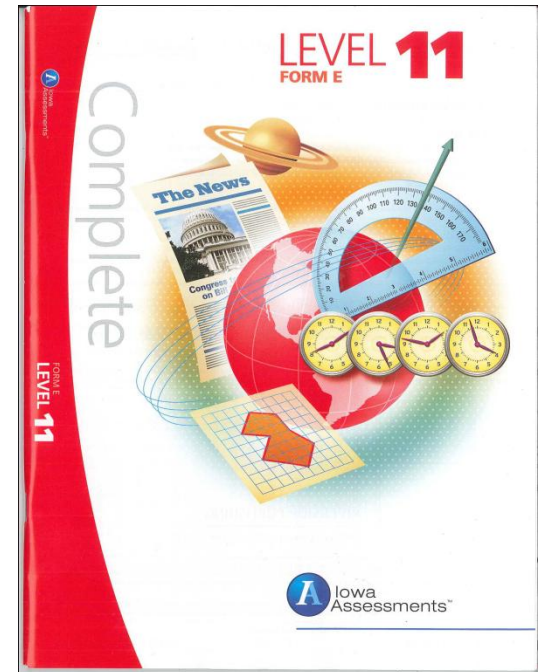
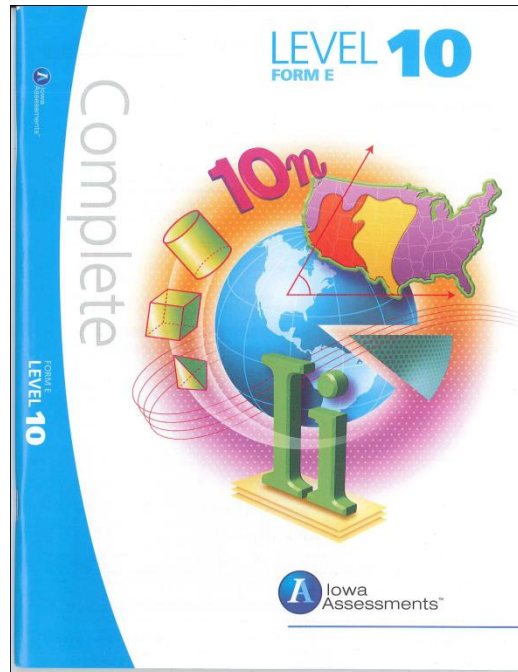
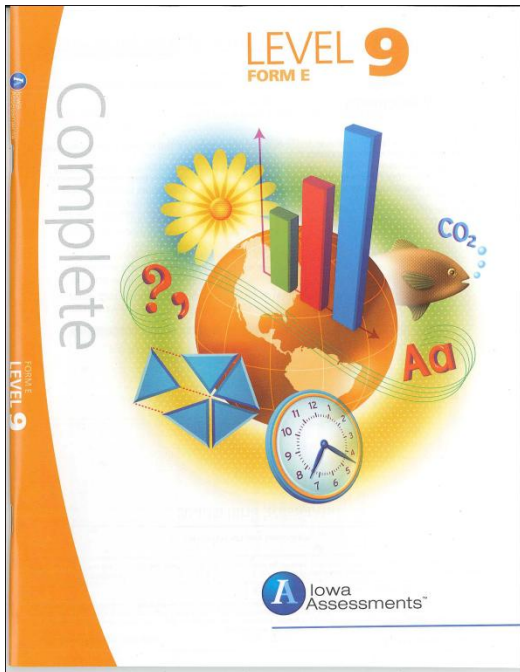


- record
- bow
- tomato
- bulb

Which word tells about the picture?

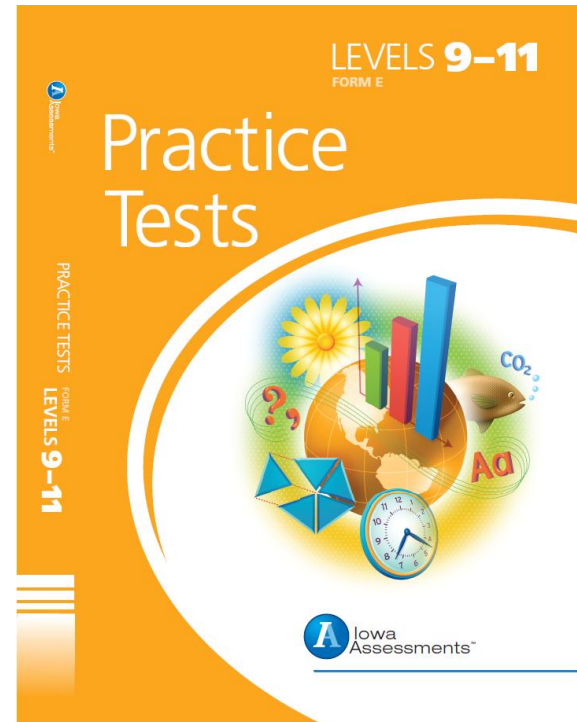
	Domain	Standard
	Vocabulary	Nouns
Core	Vocabulary	Acquisition and use

The Iowa Assessments™



Level 9 – 11 Practice Tests

- Reading
- Written Expression
- Mathematics
- Science
- Social Studies
- Vocabulary
- Spelling
- Capitalization
- Punctuation
- Computation



Core: Operations and Algebraic Thinking – Generate and analyze patterns

A Algebraic Patterns and Connections – Explore numerical patterns

Cognitive Level – Extended reasoning

1 A number pattern starts with 6 and ends with 21.
Which rule could make this pattern?

A Skip count by 2s

B Skip count by 3s

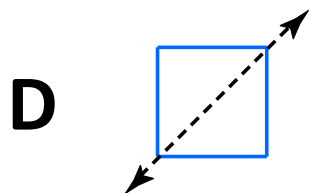
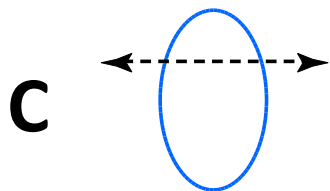
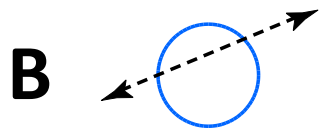
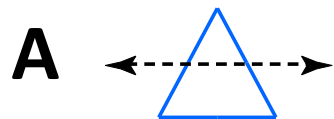
C Skip count by 6s

D Skip count by 7s

Core: Geometry – Draw and identify lines and angles, and classify shapes by properties of their lines and angles

A Geometry – Describe geometric properties, patterns, and relationships
Cognitive Level – Essential competencies

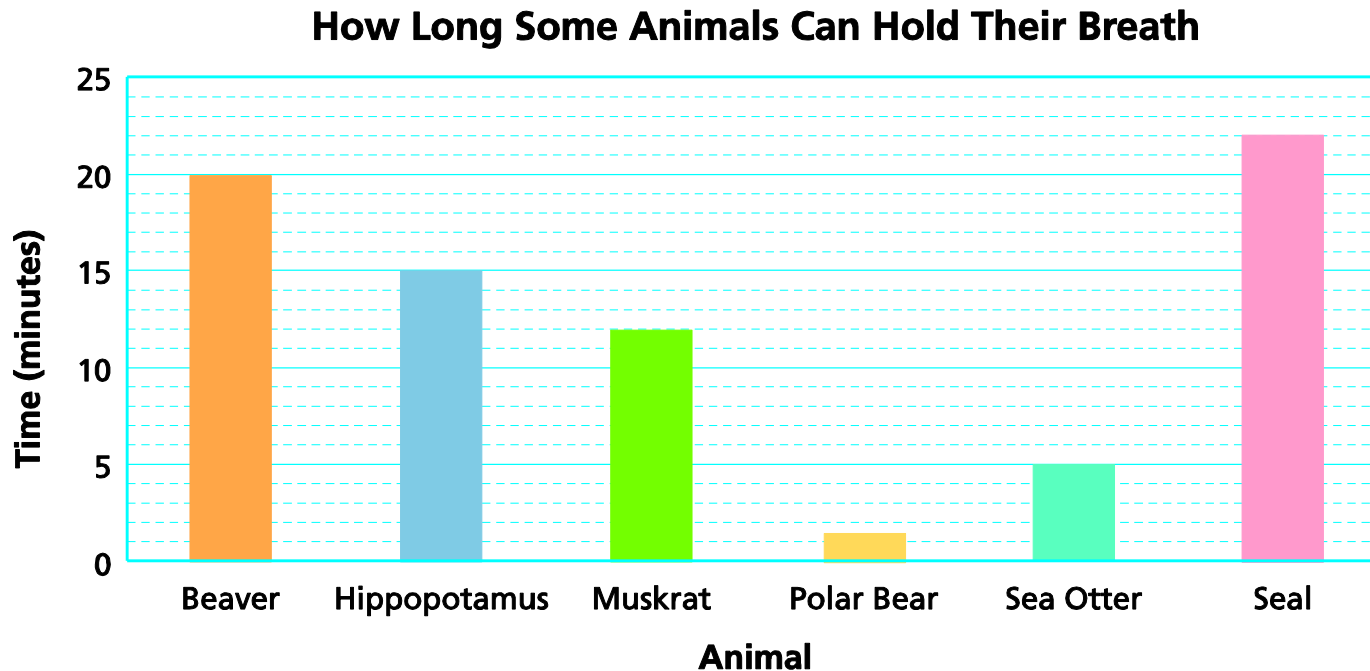
2 In which figure is the dashed line a line of symmetry?



Core: Measurement and Data – Represent and interpret data

A Data Analysis, Probability, and Statistics – Interpret data and make predictions
Cognitive Level – Conceptual understanding

Use the bar graph below to answer question 3.



3 How many more minutes can a hippopotamus hold its breath than a muskrat?

- A 1
- B 3
- C 5
- D 15

Core (Reading Literature): Key Ideas & Details (#3, grade 3)

“Describe characters in a story, e.g., their traits, motivations, or feelings . . .”



Implicit Meaning: Discern traits/feelings/motives

Cognitive Level: Conceptual Understanding

“Jerry, are you sure you know what you’re doing?”
Bryan asked.

I was bent over his T-shirt, needle and thread in hand. “How hard can it be?” I answered. “I’ve seen Grandma do this hundreds of times.” Finally I knotted the thread and cut it. All that was left of the long tear just below the neck was a jagged line of stitches. I tossed Bryan his shirt. “Put it on. No one will ever know there was a problem.”

The apartment door opened, and Mom came in carrying a basket of clean laundry. She smiled at Bryan over my shoulder. “It looks like you two are inventing a new kind of shirt that can keep someone’s head warm, too. But I do see one problem!”

➔ What was she talking about? I looked at Bryan. His arms were through the sleeves and thrashing wildly, but his head was stuck. I had stitched the front and back of his shirt together! Mom and I burst out laughing, and from inside the shirt Bryan joined in.

1 How does Jerry act at the beginning of the story?

- A** Sure that he knows what to do
- B** Surprised at how hard the job is
- C** Hopeful that Grandma will help him
- D** Worried that he will make a mistake

Core (Reading Literature): Craft & Structure (#4, grades 3 and up)

“Determine the meaning of words and phrases as they are used in a text . . .”



Vocabulary: Use context to determine meaning

Cognitive Level: Essential Competencies

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The apartment door opened, and Mom came in carrying a basket of clean laundry. She smiled at Bryan over my shoulder. “It looks like you two are inventing a new kind of shirt that can keep someone’s head warm, too. But I do see one problem!”

→ What was she talking about? I looked at Bryan. His arms were through the sleeves and thrashing wildly, but his head was stuck. I had stitched the front and back of his shirt together! Mom and I burst out laughing, and from inside the shirt Bryan joined in.

2 In the line marked with →, the word “thrashing” is closest in meaning to

J resting.

K hanging.

L waving.

M throwing.

Core (Reading Literature): Key Ideas & Details (#1, grade 3)

“... answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.”



Explicit meaning: Recognize stated information

Cognitive Level: Conceptual Understanding

“Jerry, are you sure you know what you’re doing?”
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3 Which picture shows how Bryan looks at the end of the story?

A



B



C



D



Sample Items

Directions: Use the information below and your knowledge of science to answer questions 1 – 3.

A student designed an experiment as shown in the table below using identical plants with green leaves. The student observed the plants every day for one week.

Plant #1	Light and water
Plant #2	Light and no water
Plant #3	Water and no light
Plant #4	No light and no water

Core – Understand and apply knowledge of organisms and their environments, including structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats; Learner engages in scientifically oriented questions



Life Science – Organisms & their habitats

Cognitive Level – Conceptual Understanding

A student designed an experiment as shown in the table below using identical plants with green leaves. The student observed the plants every day for one week.

Plant #1	Light and water
Plant #2	Light and no water
Plant #3	Water and no light
Plant #4	No light and no water

- 1 What question was the student most likely testing?**
- A** How much light do the plants need to grow well?
 - B** How much water do the plants need to grow well?
 - C** Do the plants need light and water to grow well?
 - D** Do the plants need light and soil to grow well?

Core - Understand and apply knowledge of organisms and their environments, including structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats; Learner gives priority to evidence in responding to questions



Life Science – Organisms & their habitats

Cognitive Level – Conceptual Understanding

A student designed an experiment as shown in the table below using identical plants with green leaves. The student observed the plants every day for one week.

Plant #1	Light and water
Plant #2	Light and no water
Plant #3	Water and no light
Plant #4	No light and no water

2 Which plant most likely grew the best?

- A #1**
- B #2**
- C #3**
- D #4**

Core - Understand and apply knowledge of organisms and their environments, including structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats; Learner connects explanations to scientific knowledge



Life Science – Interactions in an ecosystem

Cognitive Level – Essential Competencies

A student designed an experiment as shown in the table below using identical plants with green leaves. The student observed the plants every day for one week.

Plant #1	Light and water
Plant #2	Light and no water
Plant #3	Water and no light
Plant #4	No light and no water

3 Which process is used by plants to make food?

- A Metamorphosis
- B Evaporation
- C Pollination
- D Photosynthesis

Core - Understand and apply knowledge of how to describe and identify substances based on characteristic properties.



*Physical Science – Types & properties of matter
Cognitive Level – Conceptual Understanding*

- 4 When sugar is dissolved in water, the mass of the resulting liquid is equal to**
- A** the mass of the sugar.
 - B** the mass of the water minus the mass of the sugar.
 - C** the mass of the water.
 - D** the mass of the sugar plus the mass of the water.

Core - Understand and apply knowledge of how to describe and identify substances based on characteristic properties.



Physical Science – Types & properties of matter

Cognitive Level – Conceptual Understanding

5 The units of measurement for which property can be the same as the units of measurement for distance?

A Weight

B Temperature

C Length

D Speed

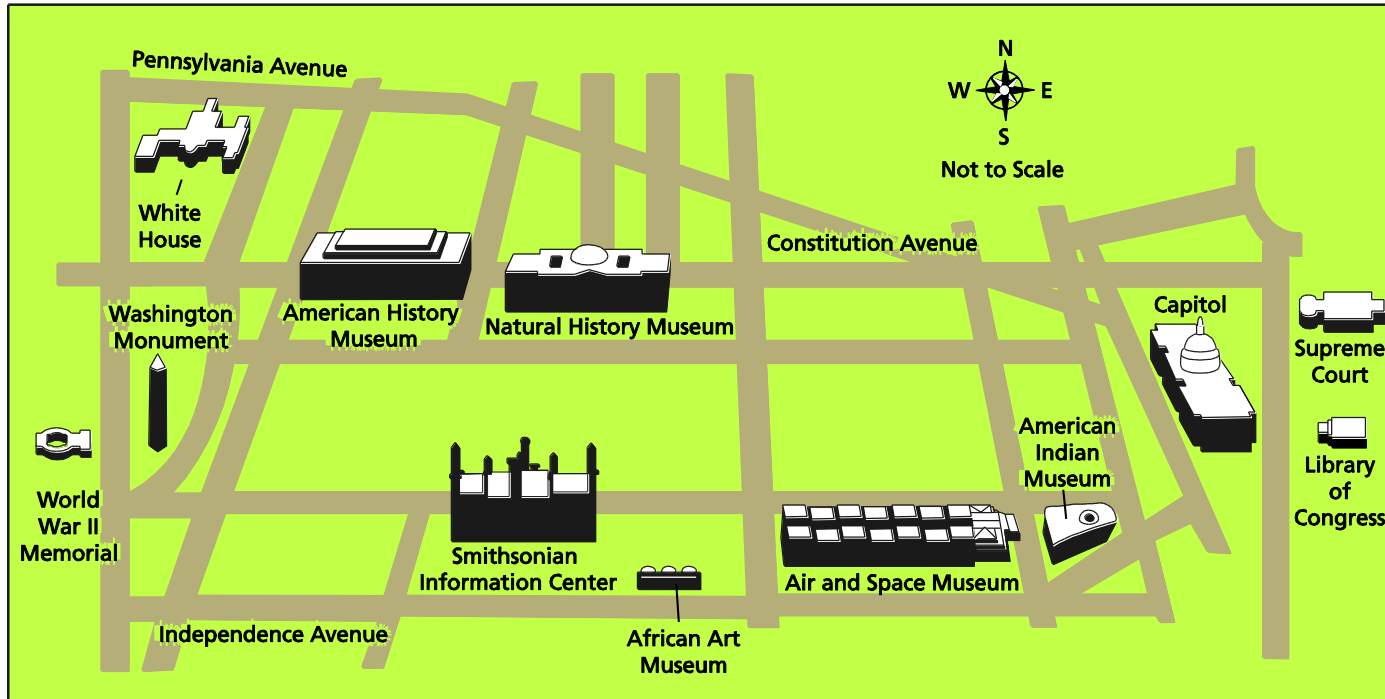
Core: Geography-Understand the use of geographic tools to locate and analyze information about people, places, and environments.



Geography- People and the environment

Cognitive level: Essential competencies

Directions Use the map below and your knowledge of social studies to answer questions 1-2.



1 You are at the Capitol and want to go to the Washington Monument. Which direction will you walk?

- A East
- B West
- C North
- D South

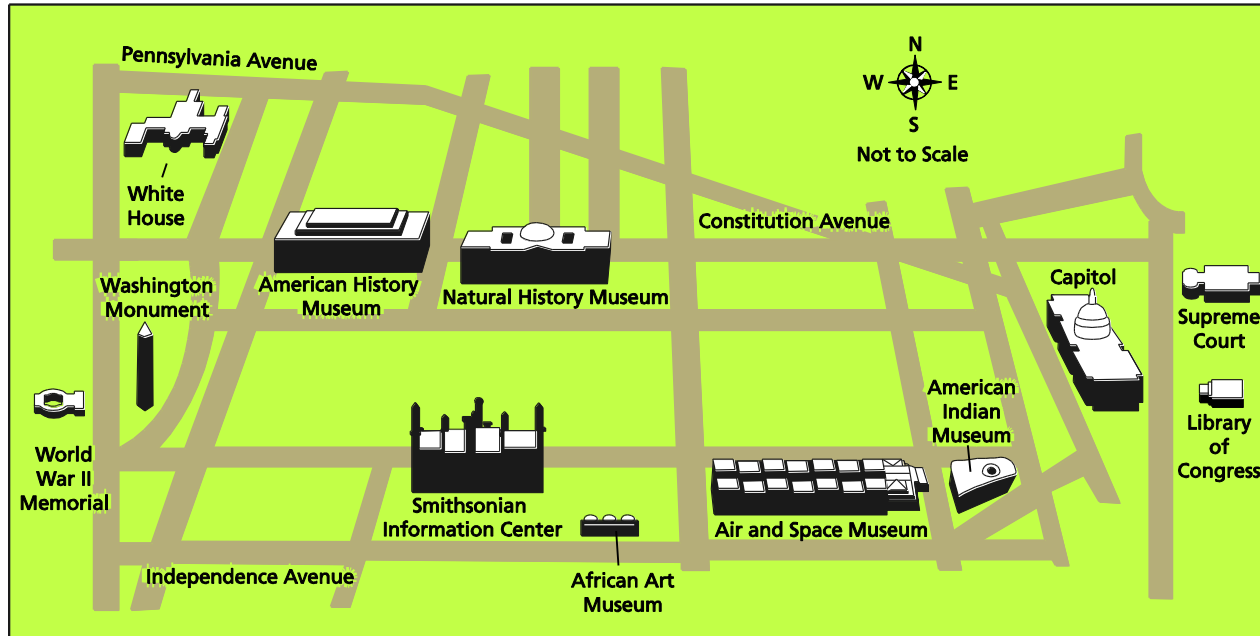
Core: History-Understand the role of individuals and groups within a society as promoters of change or the status quo.



History-Culture and tradition

Cognitive level: Conceptual understanding

Directions Use the map below and your knowledge of social studies to answer questions 1-2.



2 Which building honors the first president of the United States?

- A White House
- B World War II Memorial
- C Washington Monument
- D Natural History Museum

Core: Economics- Understand that all economies throughout the world rely upon universal concepts



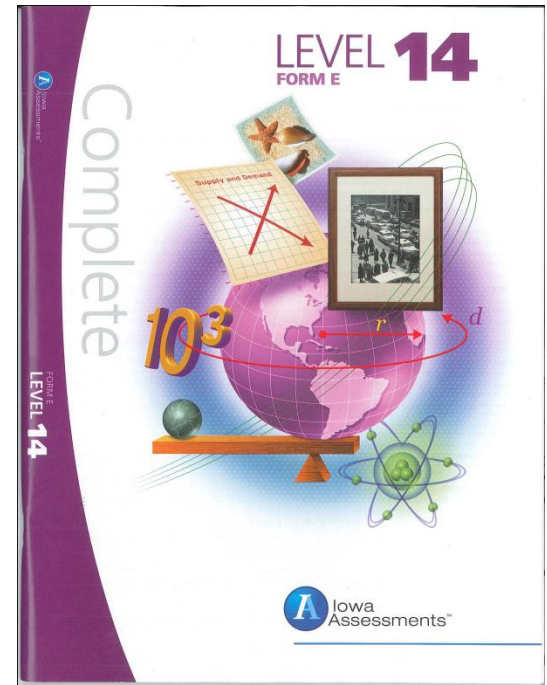
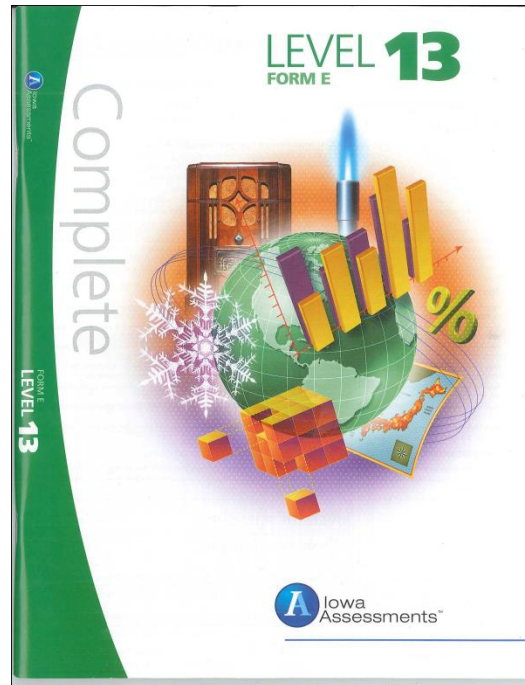
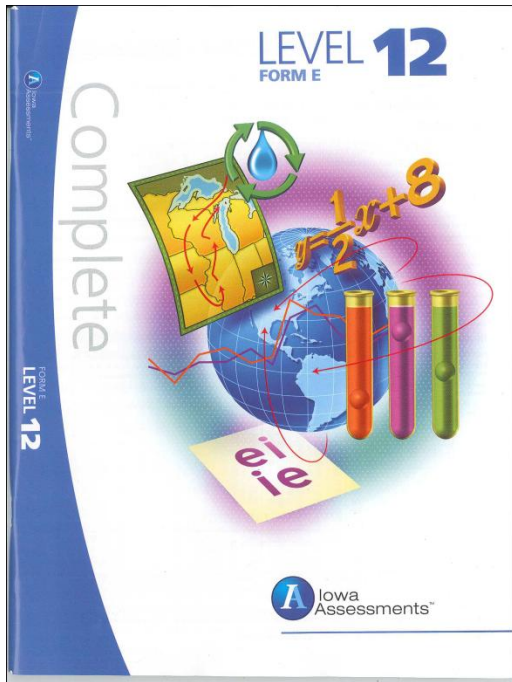
Economics- Economic principles

Cognitive level: Conceptual understanding

3 Which situation is an example of bartering?

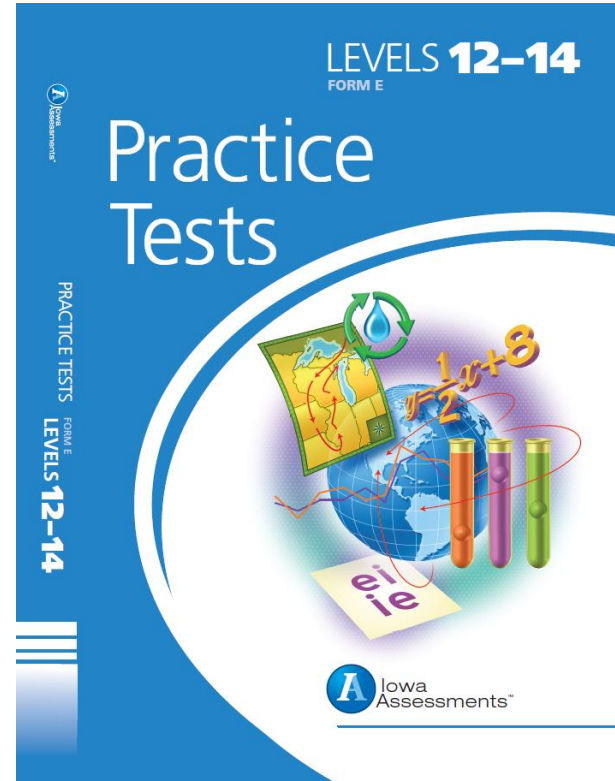
- A** Making a new shirt without help
- B** Using money to pay for a new shirt
- C** Mowing the lawn in exchange for a new shirt
- D** Giving an old shirt to a younger brother or sister

The Iowa Assessments™



Level 12 – 14 Practice Tests

- Reading
- Written Expression
- Mathematics
- Science
- Social Studies
- Vocabulary
- Spelling
- Capitalization
- Punctuation
- Computation



Core (Language): Conventions of Standard English (#1f, grades 4 and up)

“Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.”



Iowa Assessments: Sentence structure—Complete sentences
Cognitive Level: Conceptual Understanding

¹A favorite stop for visitors to the nation’s capital is the Lincoln Memorial. ²Near one end of the National Mall. ³A long, grassy park with museums along either side. ⁴Construction of the memorial began in 1914, and it was opened to the public in 1922.

⁵Thirty-six columns around the outside represent the number of states when Lincoln was president. ⁶Inside, at the memorial’s center, is a nineteen-foot-tall marble statue of Lincoln sitting in a chair. ⁷Nearby, inscribed on the walls, are two of Lincoln’s most famous speeches. ⁸Millions of visitors come each year to read Lincoln’s words and remembering the nation’s sixteenth president.

1 Choose the best way to write the underlined parts of sentences 2 and 3.

- A** Located near one end of the National Mall, a long,
- B** It is located near one end of the National Mall. A long,
- C** It is located near one end of the National Mall, a long,
- D** *(No change)*

Core (Writing): Production and Distribution of Writing (#4, grades 6 and up)
“Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.”



Iowa Assessments: Planning & Organization—Logic & Coherence
Cognitive Level: Extended Reasoning

¹A favorite stop for visitors to the nation’s capital is the Lincoln Memorial. ²Near one end of the National Mall. ³A long, grassy park with museums along either side. ⁴Construction of the memorial began in 1914, and it was opened to the public in 1922.

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2 Which sentence would be the best to add at the beginning of the second paragraph?

- J** Lincoln was president from 1861 to 1865.
- K** The building is made of marble and Indiana limestone.
- L** The Lincoln Memorial is pictured on the back of the five-dollar bill.
- M** The Washington Monument, which was finished in 1884, is not far away.

Core (Language): Conventions of Standard English (#1d, grades 5 & up)

“Recognize and correct inappropriate shifts in verb tense.”



Iowa Assessments: Usage & Grammar—Verb forms & agreement

Cognitive Level: Essential Competencies

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3 Choose the best way to write the underlined part of sentence 8.

- A remember
- B remembers
- C were remembering
- D *(No change)*

Core (Writing): Research to Build and Present Knowledge



Iowa Assessments: Planning & Organization—Logic & Coherence Cognitive Level: Extended Reasoning

¹A favorite stop for visitors to the nation’s capital is the Lincoln Memorial. ²Near one end of the National Mall. ³A long, grassy park with museums along either side. ⁴Construction of the memorial began in 1914, and it was opened to the public in 1922.

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4 Which addition to this report would best help the reader understand the information in the second paragraph?

- J Photographs of Lincoln
- K Photographs of the memorial
- L A list of the first fifteen presidents
- M A list of the states at the time Lincoln was president

Core: Ratios and Proportional Relationships – Understand ratio concepts and use ratio reasoning to solve problems

A Number Sense and Operations – Represent, order, and compare numbers
Cognitive Level – Essential competencies

1 Six out of 20 seats are empty. **What percent of the seats are empty?**

A 6%

B 14%

C 30%

D 60%

Core: Functions – Use functions to model relationships between quantities

A Algebraic Patterns and Connections – Use variable expressions and equations to model situations

Cognitive Level – Extended reasoning

2 Which equation represents the relationship between x and y ?

x	0	2	4	6	8	10
y	5	9	13	17	21	25

A $y = x + 5$

B $y = 2x + 1$

C $y = 2x + 5$

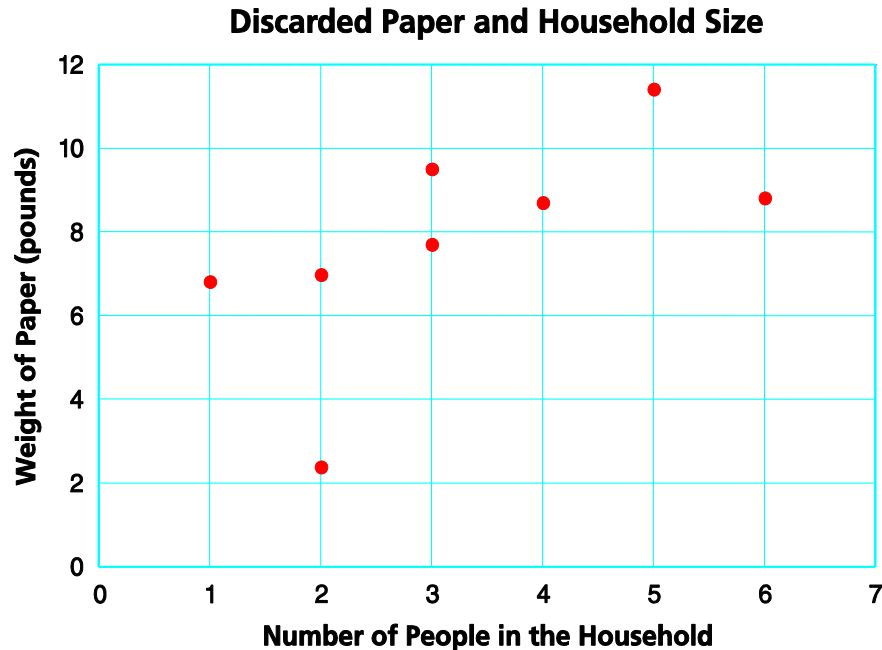
D $y = 3x - 1$

Core: Statistics and Probability – Investigate patterns of association in bivariate data

A Data Analysis, Probability, and Statistics – Make predictions and interpret data

Cognitive Level – Extended reasoning

Use the scatter plot below to answer question 3.



- 3** According to the trend in the data, which weight of paper is most likely discarded by an 8-person household?
- A 4.5 pounds
 - B 12.5 pounds
 - C 25.0 pounds
 - D 50.0 pounds