Achievement Testing Program Guide

Spring 2019

Iowa Assessment, Form E
Cognitive Abilities Test (CogAT), Form 7

Updated August 2018

An Opening Word About This Guide

One of the numerous excellent resources available on the DataManager website is the *Planning and Implementation Guide Version 3* written by Houghton Mifflin Harcourt (HMH) for schools using the Iowa and CogAT tests. The *Planning and Implementation Guide* offers detailed instructions for multiple types of test administrations.

However, the AACS testing program is a unique program and much of the information in the *Planning and Implementation Guide* does not apply to the AACS testing program. This ***2019 AACS Achievement Test Program Guide*** provides customized information for AACS member schools to help them coordinate a successful testing program. To avoid confusion, use the ***2019 AACS Achievement Testing Program Guide***.

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Important Information

- All questions concerning ordering testing materials, test administration procedures, and scoring services should be directed to the following.

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423-629-4280 (office)
423-622-7461 (fax)

- Machine-scorable Iowa and CogAT test booklets are used in K5 through grade 2 and reusable test booklets (with answer folders) are used in grades 3 through 12.
- Schools should order extra test booklets and answer documents for each grade level in case additional students enroll later in the school year.
- Test booklets may be ordered in groups of 5 or 25. Single copies may also be ordered.
- The use of practice tests is optional but is recommended. Practice tests for the CogAT tests (up to Level 12) can be downloaded at no cost from the DataManager website.
- Answer folders are used beginning at grade 3 and may be ordered in groups of 10, 25, or 100. Single copies may also be ordered.
- *Directions for Administration* booklets may be downloaded free from the DataManager website or copies can be ordered from the AACS office.
- Score reports may be downloaded directly from DataManager at no additional cost (other than the per-student scoring fee). Printed reports can also be ordered from AACS.
- Phone orders are not accepted.
- Schools must be current members of AACS in order to participate in the AACS testing program.
- Answer folders and machine-scorable booklets should be returned to the AACS office for scoring.
- Unused answer folders, unused consumable test booklets, and reusable test booklet should be kept at the school for later use.

Frequently Asked Questions

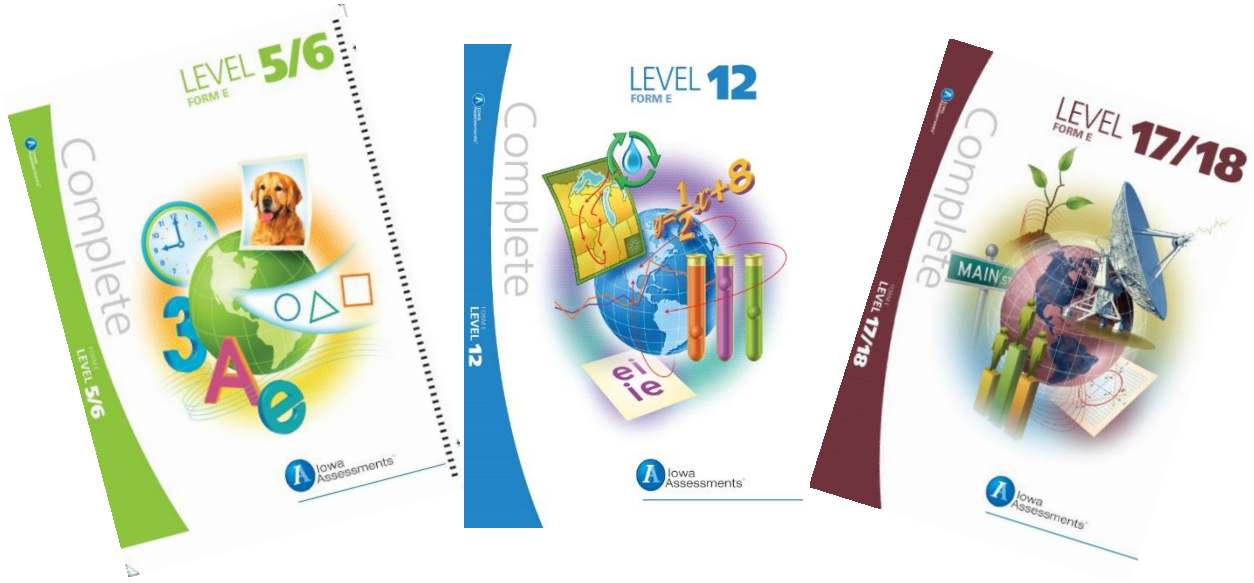
1. Which tests should be used at which grade levels?

Typical student ages are used to describe the various levels of the Iowa and CogAT tests. Use the chart below to determine the correct level for each grade level. **The K5 Level 5/6 booklets are now called Level 6.** (Note that many grade levels use the same version of the practice tests.)

Grade Level	Iowa	Iowa Practice	CogAT	CogAT Practice
K5	Level 6	Level 5/6	Level 5/6	Level 5/6
1st	Level 7	Level 7/8	Level 7	Level 7
2nd	Level 8	Level 7/8	Level 8	Level 8
3rd	Level 9	Level 9/10/11	Level 9	Level 9
4th	Level 10	Level 9/10/11	Level 10	Level 10
5th	Level 11	Level 9/10/11	Level 11	Level 11
6th	Level 12	Level 12/13/14	Level 12	Level 12
7th	Level 13	Level 12/13/14	Level 13/14	NA
8th	Level 14	Level 12/13/14	Level 13/14	NA
9th	Level 15	Level 15/16/17/18	Level 15/16	NA
10th	Level 16	Level 15/16/17/18	Level 15/16	NA
11th	Level 17/18	Level 15/16/17/18	Level 17/18	NA
12th	Level 17/18	Level 15/16/17/18	Level 17/18	NA

2. I've noticed that there are different forms for both the Iowa and the CogAT tests. How do I know which test form to use?

The AACS testing program uses only the Iowa Assessment **Form E** and the CogAT **Form 7**.



3. What are the two administration modes that are available for schools?

Two test administration options are available for AACS schools. Most schools will continue to use the paper and pencil administration mode used in the past. This is the recommended mode for our schools. Online testing, however, is available for schools that meet certain qualifications (an added fee and special training is required). Refer to the AACS website for further information.

4. Whom do I call if I have questions? AACS? HMH?

Please direct all questions about the AACS testing program to the AACS office in Tennessee. Houghton Mifflin Harcourt is the test publisher of the Iowa and the CogAT, but the AACS office is best equipped to handle your questions about the specifics of the AACS testing program.

For All Questions Contact
Gary Peltier
Officer for Assessment and Business Operations
AACS National Office
gpeltier@aacs.org
(423) 629-4280

5. How often should my school administer the Iowa and CogAT tests?

AACS leadership strongly recommends that schools administer the Iowa and the CogAT tests to all grade levels each spring beginning with kindergarten students. It is important to remember that the Iowa tests are designed to monitor student growth using a continuous, research-based, vertical scale to accurately measure academic growth from kindergarten through high school. If testing occurs only every other or every third year, the overall testing program will not be as useful for measuring student growth.

6. Where do I order testing materials?

All orders must be made through the AACS office. Please note that phone orders cannot be accepted. Do not call HMH to place orders for the AACS testing program. AACS prices are discounted 15%–20% from HMH catalog prices.

7. Can I order the exact number of tests that I need?

Yes, single copies of the Iowa and the CogAT tests can be ordered. Overall costs can be lowered, however, by ordering test booklets in groups of 5 or 25. Schools should order extra copies of test materials in case enrollment increases by the time that testing begins.

8. Is there an AACS testing window?

Yes, AACS schools test in the spring. The specific dates are highlighted on the AACS website and included in various mailings sent out by the AACS office. The testing window typically lasts for six weeks.

9. Where do I send my tests for scoring?

Send all materials to the AACS office for scoring. The AACS scoring center staff has been specially trained to handle all aspects of the scoring process. Tests should **not** be sent to HMH.

10. Where are the test results for my students stored? Are they in a secure location?

AACS scanners securely transmit information obtained from the answer documents to the HMH servers. HMH uses state-of-the-art procedures to protect all testing data. No electronic student files are kept at the AACS office. Used consumable test booklets and used answer documents will be temporarily stored by the AACS and then will be shredded by a professional shredding vendor.

11. In the past we have always ordered the basic scoring package for our students. Should we plan to do that again?

Not necessarily. One of the numerous outstanding features of the AACS testing program is the use of the DataManager website that is available to all schools without any additional cost. Student answers are scanned by AACS scanners and securely transmitted to the servers at HMH. HMH downloads the data to the DataManager website. School leaders can use their secure login information to access the student test results and to print reports. While basic printed reports may be ordered directly from the AACS, schools can also print their own reports directly from DataManager. See sample reports on the AACS website.

12. My school used to be a part of the AACS, but we are not current members. Can we still be a part of the program?

Due to the specific terms of our contract with HMH, only current members of AACS may test in the AACS testing program.

13. I've noticed on the HMH website that there are three versions, or batteries, of the Iowa test. Which one do I use?

The AACS testing program uses the complete battery. The complete battery includes all test subsections. The core battery and the survey batteries do not contain all test subsections. The AACS order form reflects this policy. Iowa tests ordered from AACS will all be the complete battery tests.

14. Can home school students participate in the AACS testing program?

Member AACS schools may test home school students under the following terms and conditions:

1. Testing must be conducted at the member school so that all test materials remain under the supervision of the member school.
2. Answer documents from home school students must be scored with the member school's students as an excluded group. (This is done by filling in the "Z" bubble in the "Office Use Only" section on the student answer sheet. See Appendix B of the *2019 AACS Achievement Testing Program Guide*.)
3. Testing must be conducted under the supervision of teachers at the member school and all procedures required by the testing manual must be followed.

Member AACS home school groups or cooperatives may test their students under the following terms and conditions:

1. The home school group or cooperative must have an AACS-approved testing coordinator.
2. The testing coordinator must complete the *Test Purchaser Qualification Form* and submit it for approval to the AACS office.
3. Testing sessions must occur in a school or church building or in a school association office and cannot occur in a private residence.
4. Standard test security protocols and manual instructions must be followed.

15. Can calculators be used on any parts of the Iowa or the CogAT?

Yes, calculators may be used under the following guidelines:

- Calculators **can** be used only in third grade (Level 9) and above.
- Calculators **can** be used only for the mathematics test.
- Calculators **cannot** be used for the mathematics computation test.
- Calculators **cannot** be used on any of the CogAT tests.

16. Can students use any kind of calculator on the mathematics test?

There are some limits. Calculator use is optional; but, if desired, students can use non-programmable scientific calculators on the mathematics tests beginning in third grade. It should be noted that there is no statistical or scoring advantage gained by using calculators. The following types of calculators will **not** be permitted:

- Calculators with graphing capabilities
- Calculators which use paper tape or printers.
- Hand-held computers, pocket organizers, or laptop computers.
- Programmable calculators.

17. Are the Iowa tests timed? How many test questions are there at each grade level?

Yes, there are time limits for most of the sections on the Iowa test. Please note the charts in Appendix A of the ***2019 AACS Achievement Testing Program Guide*** for the details and for the number of test questions. Time limits **must** be followed and are not suggestions.

18. What is DataManager? Does it cost extra to use?

DataManager is the free online platform that participating schools can use to manage their assessment program, interpret results, and print reports. Soon after test documents are scanned, the results are available online at the secure DataManager website. Numerous reports and other resources can be printed using DataManager. Data is persistent, and school staff can access student and class data for many years. Because the data is persistent, longitudinal tracking and reports can be easily produced and can be an extremely useful guide for school administrators and teachers.

19. What materials do I need to have ready when administering the tests to my students?

For the paper and pencil test administration option, the following chart outlines the materials needed at each grade level.

Needed Materials	Level 6 K5	Level 7 1st	Level 8 2nd	Level 9 3rd	Levels 10–14 4th–8th	Levels 15–17/18 9th–12th
Directions for Administration [1]	x	x	x	x	x	x
Test Booklet[2]	x	x	x	x	x	x
Separate answer document[3]				x	x	x
Sharpened #2 pencils with erasers	x	x	x	x	x	x
Place marker (optional)[4]	x					
Scratch paper[5]	x	x	x	x	x	x
Calculator (optional)[6]				x	x	x
Timing device	x	x	x	x	x	x

20. Is the CogAT an I.Q. test?

No. Neither the CogAT nor the OLSAT used by many of our schools in the past are I.Q. tests. Intelligence tests cover a much broader spectrum of abilities, are usually administered in an individual setting, and produce a score that does not usually change much from year to year. The CogAT more narrowly measures learned reasoning abilities that are most directly related to academic success in school. Most educators recognize the ability to reason as the most central cognitive ability. Because reasoning abilities can be developed through a challenging academic curriculum, it is not uncommon to see CogAT scores increase as the student matures. The CogAT is a widely recognized, group-administered assessment of a student's reasoning abilities. It is an excellent assessment for comparing ability (CogAT) to achievement (Iowa).

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[1] *Directions for Administration* (DFA) can be downloaded at no cost from the DataManager website.

[2] One test booklet must be provided for each student. In addition, the test administrator should have one copy for illustration purposes while giving test instructions.

[3] Students in kindergarten through second grade will use consumable test booklets. Beginning in third grade students will use reusable test booklets. Answer documents will be needed beginning in third grade.

[4] A place marker is simply a teacher-constructed 2- by 4-inch piece of cardboard or construction paper used by students taking Level 5/6 to help them focus on one item at a time within the test booklet. No special place marker needs to be ordered from the AACS.

[5] If necessary, plain scratch paper may be used with any Level 5/6 test. For Levels 7 and 8, each student may have one sheet of scratch paper for use during Part 2 of the mathematics test and another sheet for use during the computation test. For Levels 9–17/18 scratch paper can be used for all test sections. Do **not** return scratch paper to the AACS.

[6] Calculators may be used beginning in third grade for the mathematics test **only** (but not for the computation test).

Purposes of Testing

What are your school's objectives for testing? The Iowa Assessments have been designed to fulfill a number of educational purposes. Your school's reasons for testing may include topics from the following list.

- Identify strengths and weaknesses – Make relative comparisons by content area of student performance for both groups and individuals; identify patterns in performance that suggest areas for enrichment and/or areas that may benefit from additional learning opportunities.
- 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. Beginning in eighth grade ACT predictor scores can be studied.
- Measure mastery of core standards – Determine the degree to which students have mastered core learning standards.
- Implement Response to Intervention (RTI) – Identify students who may benefit from intensive, systematic learning interventions.
- Inform placement decisions – Place students into appropriate groups, levels, and programs to support enrichment or remediation.
- Make comparisons – Compare student performance to that of local (AACS) 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 information to support school system and state reporting requirements.

Free Resources on DataManager

DataManager is a secure website that allows participating schools to manage all aspects of the AACS achievement testing program. All participating schools may use the website at no additional cost. Of special note are the following items that are offered to AACS member schools on the DataManager website.

Iowa Resources

- *Directions for Administration (DFA)* Booklets.
- Content Classification Guides – Contains content classifications and fall, midyear, and spring item norms for Iowa Assessments Form E and Form F. Supplemental Content Classification Guides are available on the AACS website.
- Score Interpretation Guides – Helps teachers, counselors, and school administrators interpret and use results of the Iowa Assessments Form E and Form F so that students and schools gain the greatest benefit from the administration of this assessment.
- Practice Tests Directions for Administration – Provides instructions for test administrators administering the Iowa Assessments Form E Practice Tests, the correct responses for each question, and suggested language for discussing the correct responses with students. (Note: The actual Iowa Practice Tests must be ordered from AACS.)
- Messages to Families (English and Spanish) – A template to help teachers and school administrators create a letter to send to families before students take the Iowa tests.
- Norms and Score Conversions Guides – Provides information relevant to teachers and staff who hand score the Iowa Assessments Form E; enables educators to convert raw scores into standard scores, grade equivalents, percentile ranks, stanines, and normal curve equivalents, and to calculate Total and Composite scores.
- Navigation User's Guide – Provides helpful information about accessing, navigating, and using DataManager.
- Product Guide – Helps school administrators and test coordinators understand and select Iowa Assessments Form E and Form F products and services in preparation for ordering.

CogAT Resources

- *Directions for Administration (DFA)* Booklets
- Practice Activities, Teacher Guide – Helps teachers provide guided, pretesting practice and feedback to familiarize students with item types encountered on the Cognitive Abilities Test (CogAT) Form 7.
- Practice Activities, Student Book – Provides students with guided, pretesting practice and feedback to familiarize them with item types encountered on the Cognitive Abilities Test (CogAT) Form 7.
- Practice Activities, Answer Sheet – Sample answer sheet to be used with the Cognitive Abilities Test (CogAT) Form 7 Practice Activities to provide students with practice marking answers.
- Score Interpretation Guides – Helps teachers, counselors, and school administrators interpret and use results of the Cognitive Abilities Test (CogAT) Form 7.

- A Short Guide for Teachers – Provides guidance for the classroom teacher by outlining instructional strategies based on student ability profiles.
- Research and Development Guide – Summarizes the development, standardization, and test construction procedures for the Cognitive Abilities Test (CogAT) Form 7.

Roles and Responsibilities for a Smooth-Running Testing Program

The testing situation in each school is unique. The planning and execution of a successful assessment program requires the coordination of many activities and potentially many people. It is critical to understand some key roles and to identify in advance who will fulfill each role in your testing program.

Roles and Responsibilities

This guide differentiates among the following four broad roles:

- Testing program decision-maker (usually the school administrator)
- School test coordinator (the staff member delegated the responsibility to oversee all of the details of the testing program for the school)
- Test administrators (usually the classroom teacher)
- Test proctors (an assistant to the test administrator)

Different individuals usually fill these roles. In some testing situations, however, the same individual may fill multiple roles.

To use this guide effectively, first identify who will fulfill the following roles based on the descriptions below. Ensure that everyone involved recognizes his/her role as it relates to the actions detailed in this guide.

Role of the Testing Program Decision-Maker

Throughout this guide, many actions for the test coordinator begin "Confirm that…," which implies someone else is the testing program decision-maker. In your school who makes the following decisions?

- What are the purposes (objectives) of testing?
- Which grades will be tested?
- Which tests will be administered?
- Which mode of test administration (paper/pencil or online) will be used?
- Will practice materials be used? If so, in which classes?
- How will student information be added to answer documents or consumable test booklets?
- Will there be any supplemental coding requirements? If so, what are they?
- What quantities of required materials have been ordered?
- What score reports will be ordered and who will receive which reports?

Role of a School Test Coordinator

As planning for the administration of Iowa Assessments begins, so should an ongoing dialogue between the school's test coordinator and the testing program decision-maker. This partnership requires clear communication and an understanding of the decisions and actions needed to achieve your school's testing purposes. The school's test coordinator will likely order all the testing materials, inventory the materials

when they arrive, keep the materials in a secure location, distribute the materials to the test administrators, oversee any training for school staff, collect the materials from the test administrators and prepare the materials for shipment back to the AACS office. **The school's test coordinator is the key point of contact between the AACS office and the school.**

Role of a Test Administrator

Usually a classroom teacher, the test administrator will administer the tests to a group of students in the manner that is outlined in the *Directions for Administration*.

Role of a Test Proctor

For larger classrooms, especially classrooms with younger students, proctors may be used to assist the test administrator.

Guidelines for Scheduling Tests

Guidelines for Scheduling Tests for Levels 6–8

Refer to the *Directions for Administration* for recommendations on scheduling these tests.

- For all modes of administration:
  - All tests for Levels 6–8 are untimed. Refer to Appendix A 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 6–8 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 Level 6, there are also several practice questions to use before students begin testing. Schedule additional time to administer the 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 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/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 5 to 10 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 5 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.

- For all modes of administration:
  - Research shows that the test administration times listed in Appendix A are sufficient to allow the majority of students to complete the test. Please adhere to these times so that the norm-referenced interpretation of test results will be meaningful.
  - 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 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/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.
  - When using answer documents and choosing 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.
  - For audio administrations, allow additional time per testing session for students to log in to the system and ask questions.
  - For all administrations, allow an additional 5 minutes in the first testing session for students to take the Getting Started tutorial.

Practice Tests

The practice tests for both the Iowa and the CogAT tests have been designed to help students, educators, and parents become familiar with the answer documents and the types of questions in the tests. Each school should determine whether the practice tests will be used. If they will be used, determine whether they will be used all grade levels, in specific 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. Practice tests for CogAT (up to Level 12) can be downloaded at no cost from the DataManager website. Practice tests for Iowa will need to be purchased from the AACS.

Sample Pretest Letter for Parents

Dear Family,
On [insert your school's testing dates], your student will take the Iowa Assessments and/or the Cognitive Abilities Test. The purpose of this letter is to inform you about the tests so that—with your support and encouragement—your student will do his or her best on the tests.

About the Iowa Assessments

The Iowa Assessments help determine how students are performing on nationwide standards. These assessments measure achievement in several important content areas including Reading, English Language Arts, Mathematics, Science, and Social Studies. The exact tests that your student takes will depend on his or her grade level. The Iowa Assessments help teachers identify a student's strengths and areas that may need additional emphasis. The Iowa Assessments also measure student growth and progress in the content areas assessed from year to year and may provide information about college readiness for older students. The assessments produce information that enables sound decision-making and provides a focus for teachers to evaluate instruction. Each test includes sample questions to help students become familiar with the content and format of the tests. Samples help students understand what to do—how to mark answers and move from question to question. For most tests, students read the questions and mark their answers by filling in a circle for each question. All test questions are multiple choice, and the tests last about 10 to 35 minutes.

How your student can prepare for test taking—and what you can do to help

A student who is well rested and well fed and has a positive attitude about testing is best prepared for testing. You can help your student do his or her best by considering these tips.

- Make sure that your student is in school and on time on test days. Reschedule dentist appointments and other out-of-school time on non-testing days.
- Make sure your student gets a good night's sleep and eats a healthy breakfast before each day of testing.
- Remind your student that these tests are only one measure of what he or she has learned. Emphasize that you have confidence in his or her ability to do the best job possible.
- Remind your student to listen to the directions and read each question carefully during testing. Encourage your student to ask the teacher for help if he or she does not understand the directions.

Score reporting and how we use test results

The school will receive test scores soon after tests have been sent to the scoring center. These scores will indicate how your student performed on the tests compared with students across the nation in the same grade. Discuss the test results with your student, and if you have any questions, please call the school office.

Make-Up Tests

When students are absent from testing or mark answers in a way that indicates an error in following directions, consider scheduling the students for make-up tests. The following examples are instances in which make-up testing may be appropriate.

- A student misses all or part of a testing period because of illness, a scheduling conflict, or some other reason.
- A student's pattern of responses indicates a lack of understanding of the test directions (for example, the last response is marked for every item).

Make-up testing may not always be a reasonable response. Advise your school's test coordinator to have a discussion with the student after testing to determine whether he or she, if retested, will be able to respond better to the test-taking tasks. If you believe the student will not benefit from a make-up test, consult with a test coordinator or other school administrator to determine whether to send the answer document for scoring and whether the student's scores should be reported. In most cases, a composite score is not available if a student did not complete enough correct answers for each test section.

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. This is also important for maintaining standard testing conditions. Students taking make-up tests should be tested under the same conditions as the regular test sections.

While you cannot anticipate the number of students requiring retesting as you create a testing schedule, you can plan dates, testing sites, and staffing. Monitor needs based on test administrator feedback on daily test attendance and test-taking irregularities.

The need for make-up test sessions can be minimized if proper communication is made for all those affected by the testing program. Consider the following.

- Have all extracurricular teachers been informed about the adjusted schedule used during test days? Music, PE, art, and library times may need to be changed when testing sessions are determined.
- Teachers who provide private lessons during the school day may need to reschedule so that students do not leave a test session in order to have their lessons.
- Parents and students need to know when test days are scheduled, and they should be discouraged from scheduling family vacations or other non-emergency absences during testing times.
- Field trips may need to be planned for non-testing days.
- Chapel programs, fire or other emergency drills, and other special school assemblies or program rehearsals may need to be rescheduled. Make sure that chapel speakers know of any adjustments to their speaking schedule.
- Morning test times are usually best for most students.
- If lunch times need to be adjusted, make sure that cafeteria personnel are informed ahead of time.

Responding to Test Irregularities

During test administration, the main responsibility of the test coordinator is to ensure that the school's testing schedule runs smoothly. The test coordinator should plan to be available to answer questions from test administrators before, during, and after each test session.

If test administrators are trained to handle common testing irregularities and emergencies, there will be fewer calls for help and fewer disruptions during testing. Use this part of the guide to prepare for this training. It provides the following information.

- General guidelines for handling emergencies and irregularities during testing.
- A list of common issues that may occur during testing and their possible resolutions.

Since test administrators will not necessarily have this manual, refer them to the *Directions for Administration* or *Directions for Online Administration* for the test level they will administer for guidelines for handling irregularities and emergencies.

Handling Irregularities and Emergencies

Adequate preparation can prevent many issues from arising, but test administrators must be prepared to take appropriate action if an emergency or testing irregularity does occur. Review existing school policies on the handling of testing irregularities. Confirm details on retesting policies so you can plan and train others accordingly.

Guidelines

Emergencies and irregularities are often unique occurrences; however, the following list of general principles should apply to most circumstances.

- The welfare of the students should always be of primary concern. Any action taken should put the health and safety of students first.
- The security of the testing materials must be maintained. If the testing room must be evacuated, lock the door if possible.

If paper/pencil testing is interrupted, do the following.

- Ask students to place their machine-scorable test booklets facedown or to place their answer documents and scratch paper inside their reusable test booklets.
- Note the time of the interruption (Levels 9–17/18 only). This will help determine the amount of time to give students to complete a test when testing resumes.

If online testing is interrupted, save and close testing, if possible.

- If testing resumes during the same day, students can log in and use the same session code. When students resume testing, the subtest will continue at the question each student was attempting during the previous testing session.
- If testing resumes the next day, you will need to create a new testing session. Students will log in using the new session code. After students log in, the subtest will continue at the question each student was attempting during the previous testing session.

Document the details of the irregularity. These details will help to determine what actions may need to be taken so that useful scores can still be obtained. Notes on areas of confusion or unusual behavior of particular students can greatly assist in understanding unexpected test scores.

Troubleshooting

Test administrators should understand that certain types of irregularities are recoverable and allow for a continuation of testing. Other irregularities may require a complete retesting or a modification of score interpretations that use norms.

Train test administrators to handle problems such as those in the table below. Ask experienced test administrators about any other testing irregularities or emergencies they have encountered. Discuss their experiences and agree on viable resolutions.

Problem	Resolution
Too much time was allowed for a test.	A change in score interpretation is preferable to retesting. Note the change in each student's cumulative record of test scores.
Too little time was allowed for a test.	If the error is caught before materials are returned for scoring, give additional time.
A student used a calculator on the computation test.	Keep the student's answer document, noting the reason the computation test responses are invalid. Give the student a new answer document to use for all remaining tests. Transfer valid student responses from the original answer document onto the new one; have another staff member verify the transfer. Wait a week and retest the student on only the computation test (with no calculator), using the new answer document. Submit only the new answer document for scoring.
Accommodations were used inappropriately but did not change what was being tested. (For example, a student who is not visually impaired was given the large-print edition of the test.)	Record what was done, but do not retest.
Accommodations were used inappropriately.	Record what was done, but do not retest unless the student's scores will be used to make a high-stakes decision and would likely change with appropriate accommodations. If only one test battery is affected, consider dropping or retesting only that test battery.

A student marks the wrong section of the answer document (paper/pencil testing only).	Help the student find the proper place to mark responses. If the student is not delayed during testing, there is no need to retest. Following testing, transfer the answers that are in the wrong section to the proper place. If answers are transferred, a school staff member should verify the transfer.
A student's behavior disrupts testing for the group.	• For paper/pencil testing, stop testing; remove the source of the problem and resume testing when the group has calmed down. • For online testing, pause testing within the Proctor application. Remove the source of the problem and then resume testing when the group has calmed down.
A student is clearly ill or upset.	• For paper/pencil testing, stop testing; retest the student at a later date. • For online testing, cancel the student's test within the Proctor application.
A student marks answers with a pen (paper/pencil testing only).	At the end of the testing session, use a No. 2 pencil to mark over the ink of the student's answers.
Noise or weather interrupts testing.	• For paper/pencil testing, stop testing; resume when the noise ceases or it is safe to begin testing again. • For online testing, pause testing within the Proctor application. Resume testing when the noise ceases or it is safe to begin testing again.

A power outage interrupts testing.	• For paper/pencil testing, stop testing; resume testing when power is restored.
	• For online testing, resume testing when power is restored.
	  ○ If testing resumes during the same day, you can use the same testing session and testing session code to restore testing.
	  ○ If testing resumes the next day, you will need to create a new testing session. After students log in to the new testing session, they will resume testing at the same place they left off in the previous session.

The Internet connection is lost (online testing only).	If Internet connectivity is lost for only a few students, pause testing within the Proctor application. Have the students try to log back in to the test. If unsuccessful, have students log in to another computer or iPad. The test will resume at the question the student was attempting before the connection was lost. Resume testing. If Internet connectivity is lost for all students, resume testing when connectivity is restored. • If testing resumes during the same day, you can use the same testing session and testing session code to restore testing. • If testing resumes the next day, you will need to create a new testing session. After students log in to the new testing session, students will resume testing at the same place they left off in the previous session.
Audio is not working properly.	Adjust the volume on the computer or iPad and headphones as needed. If the audio is still not working properly, replace the headphones or have the student log in to another computer or iPad.

The Importance of Staff Training

Proper test planning paves the way for the successful administration of a school's achievement testing program. For testing to run smoothly and produce optimal results, all staff members involved in test administration must be prepared to perform their duties. This part of the guide prepares you to organize staff training by providing information on the following topics.

- The importance of standard procedures.
- Recommended training topics for building test coordinators, test administrators, and proctors.

The Importance of Standard Procedures

In the context of administering assessments, the term *standard procedures* refers to the practice of administering a test under the same conditions and following the same directions that were used when the test was first developed. Standard procedures ensure that all students who take the test follow the same procedures as the representative sample of students who first took the test and whose performance determined the national norms. The test experience is the same for everyone—no student or class is given an advantage, and no one is at a disadvantage because of the procedures used.

Why Training on Standard Procedures Is Important

The usefulness of test results depends on the accuracy of the scores, which in turn depends on two critical factors.

- The ability of test administrators to conduct each testing session following standard procedures.
- The testing environment created for the test administration.

The test coordinator should be prepared to organize and perhaps lead training that prepares the school staff—and the test administrators, in particular—for their roles in the testing process.

Recommended Training Topics

Training plans vary based on the experience of the participating staff. Consider the following factors as you formulate a training plan.

- How much have local conditions and student demographics (for example, class sizes and number of ELL students) changed since the previous test administration?
- How much have the tests or related materials changed since the previous test administration?
- How much experience do staff members have with Iowa Assessments?
- Has there been significant staff turnover or staff movement since the previous test administration?

Pretesting Training Sequence and Strategy

Training topics may be applicable to more than one role or to different roles. When considering your training sequence and strategy,

- Begin with the topics relevant to the broadest audience (all staff members).

- Follow up with role-specific training for building test coordinators, test administrators, and proctors.
- Provide training far enough in advance of test administration so that staff members are prepared and confident in taking on their assigned roles, but not so far in advance that people forget what to do and how to do it.

The tables on the following pages offers suggested topics to prepare four different audiences for their roles in test administration. Separate tables are provided for paper/pencil testing and online testing.

Paper/Pencil Testing				
Suggested Delivery	**Key Training Topics**	**Audience**		
		All Staff	**Test Administrator**	**Proctor**
E-mail, Staff meetings	Test dates and locations	✓		
	Importance, purposes, and benefits of testing	✓		
	School policies regarding testing and test results	✓		
	How to prepare the test environment	✓		
	How to prepare students	✓		
	Security of testing materials	✓		
Pretesting workshop	Detailed testing schedules		✓	
	Importance of following standard procedures for test administration		✓	
	Distribution and security of testing materials		✓	
	Prepare answer documents		✓	
	How to train test administrators and proctors		✓	
	Other tasks unique to this role and task timing		✓	
	Prepare the test room		✓	
	Administer the Practice Tests and the tests		✓	
	Identify and handle non-standard answer documents		✓	
	Organize and return testing materials		✓	

	Handle testing irregularities and emergencies	✓		
Pretesting meeting with test administrator	Detailed testing schedules			✓
	Role of a proctor			✓
	How to perform the tasks associated with this role			✓

Online Testing				
Suggested Delivery	**Key Training Topics**	**Audience**		
		All Staff	**Test Administrator**	**Proctor**
E-mail, Staff meetings	Test dates and locations	✓		
	Importance, purposes, and benefits of testing	✓		
	How to prepare the test environment	✓		
	School policies regarding testing and test results	✓		
	How to prepare students	✓		
Pretesting workshop	Detailed testing schedules		✓	
	Importance of following standard procedures for test administration		✓	
	How to train test administrators and proctors		✓	
	Other tasks unique to this role and task timing		✓	
	Prepare the test room		✓	
	Administering the Practice Tests		✓	
	Logging on to DataManager		✓	
	Creating a test session		✓	
	Printing a test-session list		✓	
	Finding test sessions		✓	
	Printing student login information		✓	
	Helping students log in	✓		
	Confirming the roster		✓	
	Administering a proctor-led test		✓	

	Completing the test session		✓	
	Handling testing irregularities and emergencies		✓	✓
Pretesting meeting with test administrator	Detailed testing schedules			✓
	Role of a proctor			✓
	How to perform the tasks associated with this role			✓

In many school systems, a mentoring program works well for training new staff members in the procedures used for test administrations. A new teacher could be paired with an experienced one who can review and explain responsibilities and address questions that arise.

Although your training topics might be similar from year to year, your school's test implementation could be affected by changes in state law, new interpretations of school policy, or new policies meant to resolve problems detected in the previous year.

Important: Even an experienced staff will benefit from some training. Highlight any procedural changes and reinforce procedures for the most complex tasks.

Training for Test Administrators

Test administrators must be properly trained to ensure they are prepared to follow the standard testing procedures required to produce scores that are meaningful and useful.

Before you plan and deliver training for test administrators, read the *Directions for Administration* or the *Directions for Online Administration*. Each guide details how each test should be administered and includes exact scripting of what test administrators should say and when. At least one to two weeks before testing, give each test administrator a copy of the *Directions for Administration* or the *Directions for Online Administration* for the level he/she will administer so he/she can become familiar with the testing procedures.

The topics listed below are grouped by timing—before, during, and after testing—but training on all these topics should take place before the first day of testing. Customize training topics so they are applicable to your school's testing strategy.

Before Testing

Testing Overview and Communication

- The objectives of this testing program, an overview of the test, and the benefits that the test results will provide to teachers, students, and the school/school system
- The importance and responsibilities of the test administrator role
- A detailed daily testing schedule and test coordinator contact information
- The effect of teacher attitudes and behavior on how students approach test taking

- How parents will be informed about the testing schedule and its implications, the purposes of testing, and the reporting and use of test results
- Suggestions for informing students about the purposes of testing and the use of test results

Testing Policies and Procedures

- How to adjust the physical classroom to make it suitable for testing, including seating arrangements and the handling of test-related or distracting information on display
- Check-in/check-out procedures and secure storage of testing materials
- How to administer Practice Tests to students (if applicable)
- How to handle test accommodations and modifications
- How to follow the standard procedures as described in the *Directions for Administration* or the *Directions for Online Administration*
- The importance of timing tests properly
- How to pace oral administrations in kindergarten through grade 2
- The role of a proctor and how to prepare a proctor to assist in test administration (if applicable)
- How to code demographic information on student answer documents (if applicable)

During Testing

- What test administrators can and cannot say to students once testing is underway
- How to handle emergencies or irregularities during testing
- How to handle technical issues during online testing

After Testing

- Information to communicate to the test coordinator at the end of each day and at the end of the test administration
- How to complete supplemental coding (if applicable)
- How to prepare Grade/Class ID sheets
- How to package answer documents and return materials once testing has been completed
- How make-up testing will be scheduled

Review this guide and the *Directions for Administration* or the *Directions for Online Administration* for more information on the topics listed above.

Training for Proctors

Because proctors play a part in test administration, they need to be prepared to follow standard procedures relative to their role. Although training need not be extensive, some advance preparation will help ensure these individuals proctor effectively. Ideally, the proctor will meet with the test administrator

whom he/she will assist before the first day of testing. At this meeting, the test administrator can familiarize the proctor with the testing location, testing materials, and duties of the role.

Develop a list of training topics appropriate for test proctors and applicable to your school's testing strategy. Distribute the list to test administrators, who may modify the list based on the role a specific proctor will play. Training of test proctors may include the following points.

- Instruct proctors to arrive before testing is scheduled to begin. Late arrivals are distracting to both the test administrator and the students.
- If administering paper/pencil testing, give proctors the opportunity to review a test booklet under secure conditions immediately before testing so they can better understand the nature of the test questions. If separate answer documents are being used, allow the proctors to examine one of those as well.
- Explain to proctors what kind of help and encouragement are permissible, and be explicit about what they should not do or say. They may provide help with general procedures but **not** with specific test questions.
- Assign each proctor a specific area of the room to supervise. Depending on the grade level and room configuration, it might be certain rows of desks or a certain portion of the room.
- If more than one proctor will be used, make sure proctors understand that unnecessary conversation between them might be distracting to students and should be avoided.
- Advise proctors where to stand and how to move about their area. A proctor need not move constantly, nor should the proctor stand for a long time next to a particular student. Both actions can be distracting to students.
- Explain how to handle special problems that could arise, such as a student who becomes ill or students who appear to be collaborating. Ask proctors to alert the test administrator to any student behaviors that seem unusual or inappropriate. For example, proctors should let the test administrator know if any student appears to be marking an answer document in a patterned or random way.
- Specify the procedure that will be used for collecting materials at the end of a testing session so the materials can be distributed efficiently at the start of the next session.
- After the completion of a testing session, inform proctors of any changes they should make to perform their duties better in subsequent sessions.

Post testing Training

Adhering to standard procedures ensures that each test administration will be consistent with all others and that the scores received capture important information about students' reasoning abilities. Staff members need a working knowledge of Iowa Assessments reports and the types of scores reported in order to establish the integrity of their score information, interpret scores and ability profiles, and use the test results appropriately. Consider scheduling a workshop at the time score reports will be available to train staff to perform the following tasks.

- Verify report data integrity.

- Identify and act on reporting errors. Communicate how you will assist in confirming an apparent error and seek resolution.
- Read and interpret score reports. Address relevant topics in the *Iowa Assessments Score Interpretation Guide*, which covers interpreting score reports in detail.

Distribution of Materials

As the first day of testing approaches, you will need to ensure the security of the testing materials during distribution to buildings and test administrators.

If you are administering online tests, then material distribution is limited to the items listed below; the remainder of this section pertains only to paper/pencil testing.

- Practice Tests (if applicable).
- *Directions for Online Administration* for all levels that will be tested (if not distributed during test administrator training).

If you are administering paper/pencil tests, this section of the guide prepares you to secure and distribute the materials needed by providing the following information.

- The importance of maintaining security throughout the packaging, delivery, and distribution of testing materials.
- A list of testing materials and supplies needed for test administration.
- Procedures for packaging and distributing testing materials to buildings and classrooms.

Maintain Security of Testing Materials

Security is a top priority when you store, distribute, package, and ship testing materials. Establishing single points of security at the school level creates accountability and prevents unauthorized individuals from obtaining and using testing materials. Unauthorized access to testing materials could invalidate scores and jeopardize the usefulness of the entire testing program.

As the school test coordinator, plan security based on the following key points.

- You are responsible for the security of testing materials during storage at the school level and during packaging and delivery to each building test coordinator or designee.
- A single individual (typically, a building test coordinator) should be appointed to oversee the security of testing materials during receipt and distribution at each building.
- Test administrators are responsible for the security of testing materials from the time of receipt until they return all materials to the building test coordinator.

When testing is complete, it is just as important to ensure the security of the testing materials so that test booklets and answer documents are not lost, damaged, or tampered with prior to scoring.

Checklist of Testing Materials and Supplies

The lists that follow identify the materials and supplies needed at each building where Iowa Assessments testing is scheduled.

Materials Checklist for Test Levels 6–8

Material	Shipped from AACS	Downloaded from *DataManager*	Provided by School
Practice Test materials (if applicable)	✓ Student Practice Tests	✓ Practice Test *DFA*	
Test booklets (final quantity should include enough copies for students and test administrators)	✓		
Directions for Administration for all levels that will be tested	✓	✓	
Grade/Class ID sheets	✓		
Building ID sheets	✓		
No. 2 pencils with erasers (even if students are responsible for bringing their own, have extras on hand)			✓
Scratch paper			✓
"Testing in Progress – Do Not Disturb" signs for testing room doors			✓
(Level 5/6 only) Place markers: 2- by 4-inch pieces of plain cardboard, one per student			✓

Materials Checklist for Test Levels 9–17/18

Material	Shipped from AACS	Downloaded from *DataManager*	Provided by School
Practice Test materials (if applicable)	✓ Student Practice Tests	✓ Practice Test *DFA*	
Test booklets – one reusable test booklet for each student and test administrator	✓		
Answer documents for use with all reusable test booklets	✓		

Directions for Administration for appropriate level(s)	✓	✓	
Grade/Class ID sheets	✓		
Building ID sheets	✓		
No. 2 pencils with erasers (even if students are responsible for bringing their own, have extras on hand)			✓
Scratch paper			✓
Calculators (optional)			✓
Timing devices			✓
"Testing in Progress – Do Not Disturb" signs for testing room doors			✓

Distribute Testing Materials for Your School

If you are responsible for coordinating testing at your school, follow the steps below to maintain security while distributing testing materials to each test administrator.

Gather Testing Materials

Refer to the Checklist of Testing Materials and Supplies on the previous pages to gather the materials needed for testing.

Package Testing Materials for Buildings

Establish a procedure for packaging materials and supplies for delivery to each test administrator and arrange for assistance with this task. Use the following packaging guidelines to ensure the security of testing materials during delivery to each test administrator.

- **Provide instructions for returning materials.** The instructions for returning materials should clearly explain a secure procedure for returning materials to the school office after testing. This document should include information on reusing the shipping boxes and how to arrange the booklets and answer documents for return.
- **Include a packing list.** The packing list can provide an inventory of the shipment to be delivered to each test administrator. Insert the list on top of the other materials.
- **Provide instructions for supplemental coding (catalog answer documents only).** If your school requires supplemental coding on answer documents, include coding instructions in the shipment. The instructions should provide details on what to code, how to mark codes, and who should do so. For guidance on how to plan and mark supplemental coding, see the *Supplemental Coding Guide*, available through DataManager.
- **Provide test booklets.** Each student, as well as the test administrator, will need a test booklet.

- **Provide correct answer documents.** The type of answer documents used in testing depends on the scanning method, test level, and assessment.
- **Provide *Directions for Administration*.** Each test administrator will need a *Directions for Administration* booklet specific to the test level to be administered.
- **Provide Practice Tests.** If your school will administer Iowa Assessments Practice Tests, include these materials.

Distribute Testing Materials to Test Administrators

Plan to send materials to each test administrator so that the materials are received with sufficient time for the test administrator to check the shipment and, if necessary, request additional supplies before testing begins.

Test administrators should follow the procedures below to check, secure, and distribute the materials efficiently.

- Open box(es) and locate the shipment packing list.
- Unpack the boxes and check the contents of the shipment against the packing list.
- Save and store the shipping boxes in a secure location. Reuse the boxes to return testing materials to the school test coordinator when testing is complete.
- Refer to the testing schedule. Organize testing materials for each classroom or testing room based on the testing schedule and number of students.
- For each testing room, do the following.
    - Count out the correct number of test booklets and separate answer documents (if applicable) corresponding to the level being tested.
    - Provide one or more copies of the appropriate *Directions for Administration*.
    - Include other necessary testing materials (Grade/Class ID Sheet, pencils, timing device, etc.) as indicated on the applicable materials checklist.
- If your school is using supplemental coding on catalog answer documents, make copies of the instructions for such coding and include them with the testing materials for the appropriate classrooms. (To plan coding instructions, refer to the *Supplemental Coding Guide*, available through DataManager.)

Note: Testing materials should be stored in a locked cabinet between testing periods.

Returning Materials to AACS for Scoring

For online testing, each test is automatically sent to Riverside Scoring Service for scoring when students complete the test. Test administrators return any printed copies of the *Directions for Online Administration* to the test coordinator and no further action is necessary.

For paper/pencil testing, this part of the guide addresses the proper handling of testing materials to ensure their security and expedite receipt of accurate test results. This includes collecting testing materials after completing testing and organizing and packaging answer documents for scoring.

Use the information in this part of the guide to do the following.

- Establish procedures for handling testing materials upon test completion.
- Train test administrators and building test coordinators to perform post testing tasks and quality-check score reports.
- Collect, prepare, and package documents for shipment to the AACS office.

The actions described in this part of the guide require planning, preparation, and teamwork. Handoffs between team members typically follow this sequence:

Test Administrators ▸ Building Test Coordinators ▸ School Test Coordinator

While test administrators are performing their post testing activities, building and school test coordinators should be available to answer questions regarding the preparation, packing, and return of testing materials.

Planning the Return of Testing Materials

Plan and communicate a process for returning testing materials that ensures accountability and security. Preparing test administrators and building test coordinators to perform these post-testing duties expedites the packaging of answer documents and the return of meaningful score reports. In developing post-testing plans and procedures for handling testing materials, consider the suggestions on roles and duties offered in the table below.

Responsible Role	Reusable Test Booklets (Levels 9–17/18)	Machine-Scorable Test Booklets (Levels 6–9) and Answer Documents (Levels 9–17/18)	Other Testing Materials
Test Administrators	Return all reusable test booklets to the building test coordinator, flagging any that are damaged and cannot be reused.	• Follow procedures for sorting, coding, hand scoring (if applicable), and preparing machine-scorable test booklets and answer documents for scoring. • Return all machine-scorable test booklets and answer documents to the building test coordinator.	• Return all *Directions for Administration* booklets to the building test coordinator. • Return calculators and all other materials (timing devices, pencils, etc.) provided for test administration.
Building Test Coordinators	• Acknowledge receipt of all reusable test booklets returned by each test administrator. • Follow local procedures for storage, such as returning reusable test booklets to the school test coordinator or storing the booklets in a secure area in the building for future use.	• Acknowledge receipt of all machine-scorable test booklets and answer documents returned by each test administrator. • Inspect machine-scorable test booklets and answer documents. • Follow procedures for preparing and shipping machine-scorable test booklets and answer documents to the school test coordinator.	• Acknowledge receipt of all other testing materials returned by each test administrator. • Follow local procedures for handling or storing materials.

School Test Coordinator	• Acknowledge receipt of all reusable test booklets returned by each building test coordinator. • Store reusable test booklets in a secure area for future use.	• Acknowledge receipt of all machine-scorable test booklets and answer documents returned by each building test coordinator. • Follow procedures for preparing and shipping machine-scorable test booklets and answer documents to the AACS for scoring	• Acknowledge receipt of all other testing materials returned by each building test coordinator. • Store or handle materials, as appropriate.

The *Directions for Administration* provides information on handling answer documents immediately after testing is completed. Topics for preparing and packaging answer documents for scoring comprise the remainder of this part of this guide.

Instructing Test Administrators to Sort and Prepare Testing Materials

Training staff to handle materials properly at the conclusion of the test administration aids in maintaining the security of the test and prevents delays in test scoring. Instruct test administrators to perform the following tasks.

- Gather and check testing materials.
- Identify answer documents that require special handling.
- Transfer answers to another answer document, if needed.
- Mark supplemental coding.
- Sort and alphabetize answer documents.
- Organize class-level materials for scoring.

Specific instructions on how to perform these tasks appear next. Use this information to guide your training sessions for the test administrators.

When testing is completed, test administrators should collect all of the testing materials as shown below. Then use the Post testing Checklist that follows to ensure the quality of the completed answer documents.

Answer Documents	Reusable Test Booklets	Other Materials
Levels 6–8: Collect a machine-scorable test booklet from each student Levels 9–17/18: Collect an answer document from each student	Levels 9–17/18: Collect a reusable test booklet from each student	Collect other testing materials provided to students or used in test administration, such as: • *Directions for Administration* or *Directions for Online Administration* • calculators • scratch paper • place markers • pencils • timing devices

Identifying Answer Documents That Require Special Handling

Some answer documents that require special handling can be machine scored; swift action and attention to detail help ensure that the school's complete set of answer documents are shipped and scored in a timely, error-free manner.

Review the "Prepare for Scoring" section of the *Directions for Administration* for the test level(s) your school is administering. Establish or confirm local procedures for handling answer documents that require special treatment, taking into account factors such as your school's testing policies and the availability of support staff you expect to provide in test administration.

For example, your school may have specific policies for how to handle these situations.

- Identifying students whose tests should be excluded from group averages. After a staff member marks supplemental coding on the student's answer document, that document can be machine scored. (A student's scores are excluded from group averages by filling in "Circle Z" in the "Office Use Only" section of the answer folder.)
- Determining whether an answer document cannot or should not be scored. For example, an answer document marked in ink cannot be machine scored; an answer document with a response pattern indicating the student did not follow test instructions (such as all items marked with multiple responses) should not be scored.
- Identifying answer documents that require hand scoring. For more information, see "Hand Scoring Answer Documents" below.
- Transferring answers from a braille or large-print test booklet to a plain-paper answer document, machine-scorable answer document, or the online test. For more information, see "Handling Answer Documents from Large-Print and Braille Editions" below.

Transferring Answers to Another Answer Document

In situations when it is necessary to transfer a student's test answers to another answer document (for example, when an answer document is damaged), follow a procedure that ensures the accuracy of the transfer. We recommend the following approach:

1. Designate a school staff member (such as the test administrator, proctor, or another teacher) to transcribe the student's answers to the new answer document.
2. Follow the school's test-security policy regarding handling the student's original answer document. For example, your policy may indicate handling the original answer document as follows:
    a. Keep the document in the student's permanent records in case questions about the transcription arise.
    b. Securely destroy the original answer document after a stated period of time.

Marking Supplemental Coding

If your school is using supplemental coding on catalog answer documents, the staff identified in your post testing plan should mark necessary codes on students' answer documents when testing is completed. For details on establishing a supplemental coding plan, refer to the *Supplemental Coding Guide*, available through DataManager.

Sorting Answer Documents

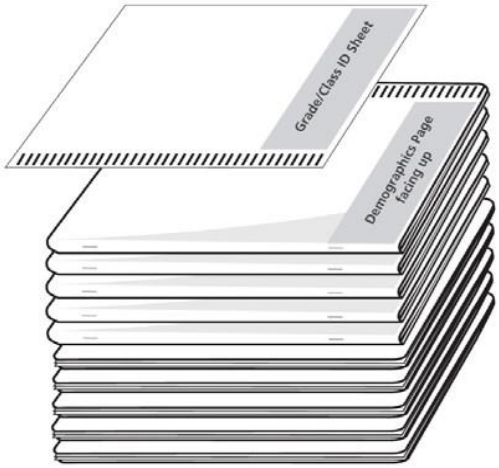
When preparing to return testing materials to the test coordinator, test administrators should sort all of the answer documents into the following stacks:

- unused
- ready for scanning at the AACS (including those that are the result of answers transferred from an answer document that cannot be scored)
- documents to retain for accountability
    - originals when results have been transferred to other answer documents to allow for machine scoring (such as Braille or Large-Print Edition test booklets)
    - answer documents that cannot be scored (such as those with obviously unusable answers)

Important: The result of this sorting allows test administrators to identify students who need to retest or take make-up tests. Gather this information as soon as possible after testing concludes so that you can make needed arrangements.

Organizing Class-Level Materials for Scanning

Each test administrator should arrange answer documents according to the instructions in the *Directions for Administration* before submitting them to the building test coordinator. The illustration that follows provides an example for one class with machine-scorable test booklets



Shown in this example:

Grade/Class ID Sheet placed on top of machine-scorable student test booklets stacked with five spines to the left, five to the right, etc. (keeping each demographics page face-up).

Proper stacking helps prevent scoring errors. It is important to stack like materials together and to fill out the Grade/Class ID Sheet correctly.

Packing Answer Documents for Scanning

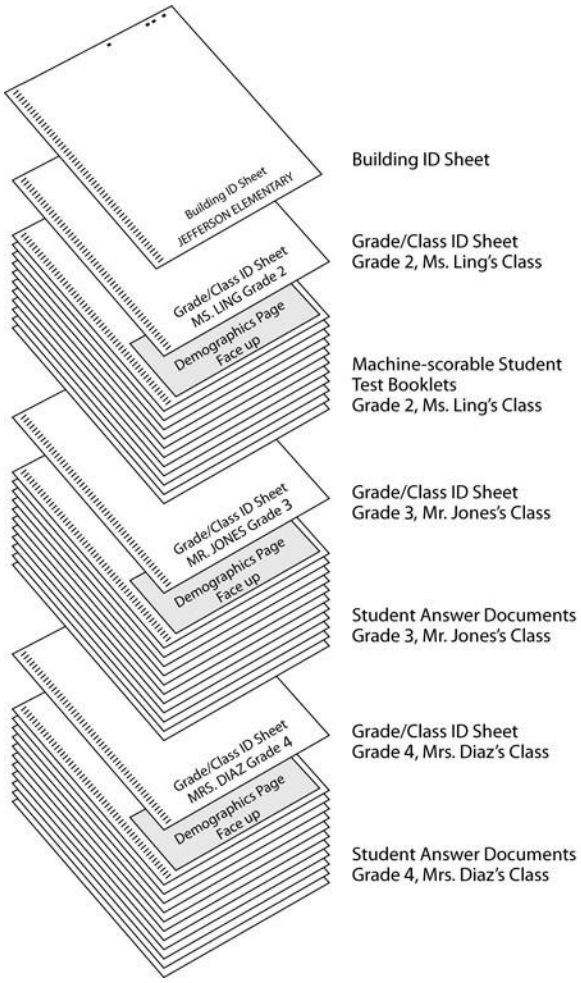
Accounting for the answer document of every student tested is essential. In addition, building test coordinators should conduct a second round of quality checks on the answer documents before submitting for scoring. Early identification of errors and issues improves the chances for a quick resolution and enables timely shipment and scoring of school answer documents.

Group report configurations can differ within a school. For example,

- Elementary schools may want a *List of Student Scores* for each classroom teacher, with each report listing only the students in a given class.
- High schools may want to group score reports by grade, such as all ninth-grade results compiled on one *List of Student Scores*.

A school system's scoring order can include both of the above approaches. In the first case, every classroom teacher completes a Grade/Class ID Sheet and places it on top of the stack of answer documents for his/her class. The illustration that follows provides an example of how to stack answer documents and ID sheets when a *List of Student Scores* for each class is desired.

Example: Stacking Answer Documents and ID Sheets



In the second case, you would place one Grade/Class ID Sheet on top of the stack of answer documents from all ninth graders. Keep in mind that supplemental coding allows you to define other ways to disaggregate student scores.

Combination Classes: If a classroom includes more than one grade level, a separate Grade/Class ID Sheet must be included for each grade level.

Appendix A – Testing Times

For Levels 6–8, testing times are approximations, not time limits. These tests are not timed. The approximate working times are provided to help you estimate testing durations for scheduling purposes.

Level 6

Test	Items	Approximate Working Time (minutes)
Practice Questions	4	10
Vocabulary	27	20
Word Analysis	33	20
Listening	27	30
Language	31	25
Mathematics	35	25
Reading (Part 1)	17	20
Reading (Part 2)	17	20
Totals*	**191**	**170 min. (2 hr. 50 min.)**

* Totals include practice questions.

Level 7

Test	Items	Approximate Working Time (minutes)
Vocabulary	26	15
Word Analysis	32	15
Reading (Part 1)	17	20
Reading (Part 2)	18	25
Listening	27	25
Language	34	25
Mathematics (Part 1)	26	25
Mathematics (Part 2)	15	25
Computation	25	25
Social Studies	29	25
Science	29	25
Totals	**278**	**250 min. (4 hr. 10 min.)**

Level 8

Test	Items	Approximate Working Time (minutes)
Vocabulary	26	15
Word Analysis	33	15
Reading (Part 1) [1]	18	20
Reading (Part 2)	20	25
Listening	27	25
Language	42	25
Mathematics (Part 1)	26	25
Mathematics (Part 2)	20	25
Computation	27	25
Social Studies	29	25
Science	29	25
Totals	**297**	**250 min. (4 hr. 10 min.)**

Levels 9–14

Test	Testing Time (minutes)	Number of Questions per Level					
		Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
Reading [2]	30 + 30	41	42	43	44	45	46
Written Expression	40	35	38	40	43	45	48
Mathematics [2]	30 + 30	50	55	60	65	70	75
Science	35	30	34	37	39	41	43
Social Studies	35	30	34	37	39	41	43
Vocabulary	15	29	34	37	39	41	42
Spelling	10	24	27	30	32	34	35
Capitalization	10	20	22	24	25	27	29
Punctuation	10	20	22	24	25	27	29
Computation	20	25	27	29	30	31	32
Total Items		**304**	**335**	**361**	**381**	**402**	**422**
Total Time		**4 hr. 55 min.**	**4 hr. 55 min.**	**4 hr. 55 min.**	**4 hr. 55 min.**	**4 hr. 55 min.**	**4 hr. 55 min.**

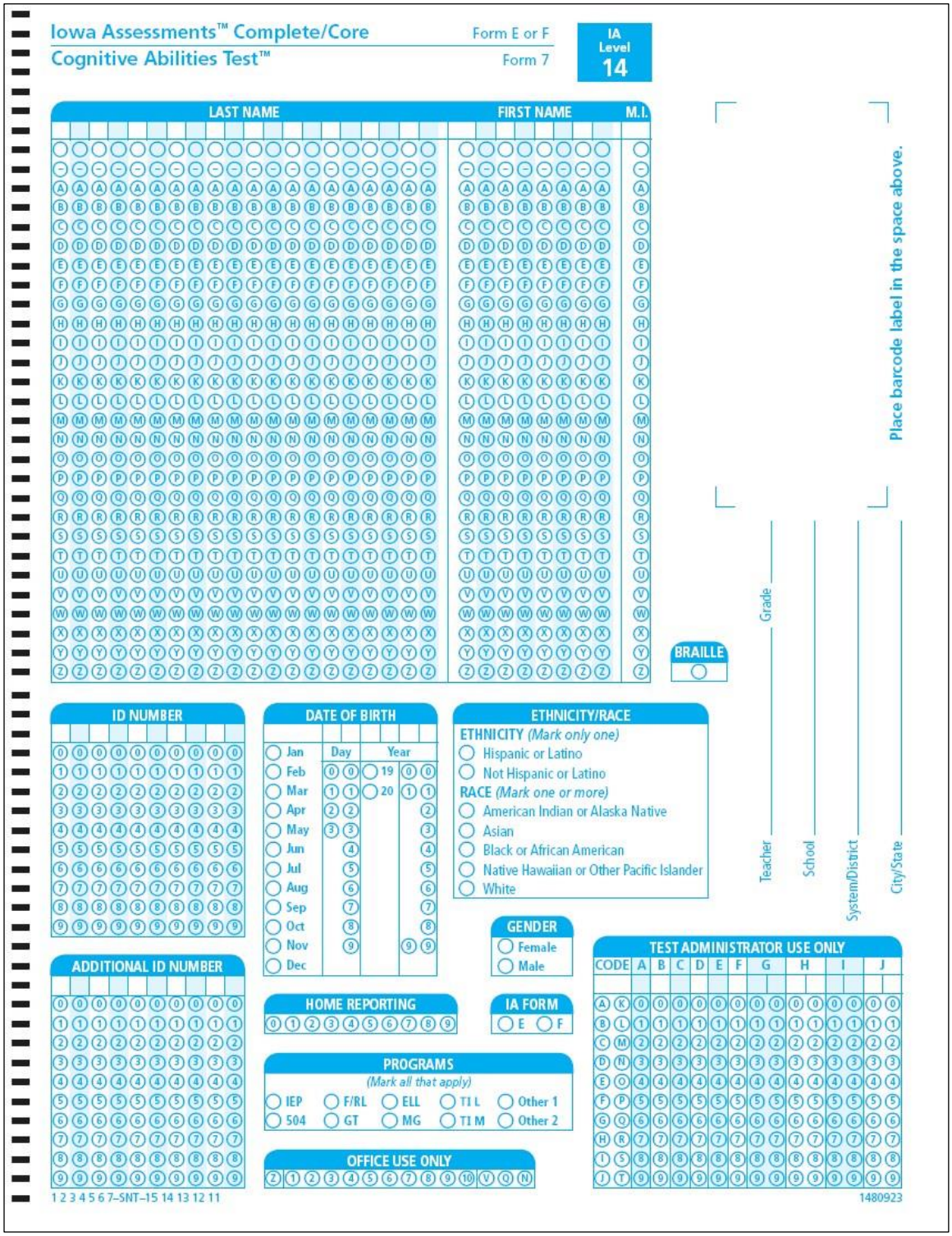
Note: The test for third grade (level 9) does not contain the Listening or the Word Analysis sections **even though** the instructions for these tests are included in the Level 9 DFA. These tests are optional and are not included in the test booklets used in the AACS testing program.

[1] This test is read aloud by the teacher. This time given is approximate.
[2] This test is administered in two parts.

Levels 15–17/18

Test	Testing Time (minutes)	Number of Questions per Level		
		Level 15	Level 16	Level 17/18
Reading	40	40	40	40
Written Expression	40	54	54	54
Mathematics	40	40	40	40
Science	40	48	48	48
Social Studies	40	50	50	50
Vocabulary	15	40	40	40
Computation	20	30	30	30
Total Items		**302**	**302**	**302**
Total Time		**3 hr. 55 min.**	**3 hr. 55 min.**	**3 hr. 55 min.**

Appendix B – Completing Student Answer Folders



General Guidelines for Completing Answer Documents

1. Only #2 pencils should be used
2. Each school is responsible for the accuracy of the coding on all student answer documents.
    a. The test administrator or classroom teacher must check the student identification information on each student document for accuracy. The test administrator must carefully correct any information that was incorrectly entered on the student identification page of each test booklet or the student identification section of each answer folder.
    b. Errors delay the scanning/scoring process. If there are errors in the student or school identification information, the scanner will reject the document and scoring center personnel will have to manually correct errors and re-scan documents.
    c. If required information is not provided, scoring center personnel will have to communicate with the school to obtain the correct information. This delays and adds additional costs to the scoring process.
    d. Some minor errors are anticipated; **but if errors in a school's documents exceed 3% of the documents submitted, an additional correction fee for scoring will be assessed. This fee will be $40/hour with a $10 minimum.**
    e. Errors can be avoided entirely with careful checking by the test administrator.
3. Circles should be **completely** filled in without extending marks beyond the lines. If no circles are used in a column, the unused blank circles at the top of the column do **not** need to be darkened.
4. The **same** answer folder should be used for both the Iowa and the CogAT tests. Students should **not** use one answer folder for the Iowa test and another answer folder for the CogAT.

Key to Coding Sections on an Answer Document

Student Name – Required by AACS

The student's last name, first name, and middle initial (if there is one) should be recorded in these boxes. The student name should also be printed on the appropriate space **inside** of the answer folder. A student should use the **same** name as was used in prior testing years. For example, if "Bob" was used in the past, "Bob" should continue to be used—not Robert, Rob, Bobby, etc. Please contact the AACS Scoring Center if there has been a legal name change for a student.

ID Number – Required by AACS

Record the 10-digit student identification number for each student. Note that the first 6 digits will be the same for each student from your school and correspond to the school ID number assigned to your school by AACS. The remaining 4 digits are assigned by your school.

1. **No student should have the same 10-digit number as another student**.
2. Students should use the **same student ID numbers from year to year**.

Additional ID Number – Not used by AACS

Leave this section blank.

Date of Birth – Required by AACS

Record the student's date of birth in these boxes. Six bubbles should be darkened, i.e. one for the month, two for the day, and three for the year.

Ethnicity/Race – Optional for the School

Ethnicity – Mark one of the two options.

- Hispanic or Latino (A student of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
- Not Hispanic or Latino (A student of any other ethnicity, regardless of race)

Braille

Mark this field for students who take the Braille Edition of the Iowa Assessments. Marking this field does not categorize the student as having a disability or as having tested with a modification. The use of this field merely indicates that the student tested with the Braille version of the test.

Home Reporting

This section is optional and is used to indicate the language of the Student Profile Narrative report for the Iowa Assessments or CogAT for a particular student. Do not use this field unless you have consulted with the AACS staff.

Gender – Required by AACS

Fill in the appropriate oval.

IA Form – Required by AACS on Answer Folders Only for Level 10 and above

Darken the "E" circle.

Programs – Optional for the School

Use of this section is **optional** and is typically used by public school districts that require specialized reporting options. This section is used to mark student participation in the following various special education programs. Please refer to the *Supplemental Coding Guide* on the DataManager website for more information.

Individual Education Program (IEP) – Identify students who have an Individual Education Program (IEP), or those who participate in some other way in special education programs, by filling in the IEP circle.

Students with Section 504 Plans (504) – Identify students who have a Section 504 plan by filling in the 504 circle.

Free-or-Reduced-Price-Lunch Eligibility (F/RL) – Marking the F/RL circle should mean that the student is eligible to participate in the program, whether he or she actually participates. This information is often used as an indicator of poverty level and may be needed to report the progress of grade-level groups of students who are from economically disadvantaged homes.

Gifted and Talented (GT) – Programs for gifted and talented (GT) students are known by various names among school districts. Students who have been individually selected for participation in such a program should be coded GT. Students participating in class or grade-level extended learning or enrichment programs should not be coded GT.

English Language Learner (ELL) – Your school must decide which students are appropriately classified as English language learners (ELLs). If the school has an English as a Second Language (ESL) program, then students participating in that program should be considered ELL students. In the absence of such a program, it is common to classify students based on the length of time they have received instruction in an English-only or bilingual instructional program. More precisely, they are regarded as ELL students if their language background is not English and their chance of success in an English-only classroom is below that of their peers of comparable ability who have English as their primary language.

Migrant Student (MG) – Certain federally funded programs (e.g., Title I) require that the performance of migrant students be monitored and reported as part of the funding agreement. Use the MG circle to identify such students. The definition of migrant status varies somewhat from state to state and needs to be determined by the local district.

Title I Student (TI L and TI M) – Identify students participating in a Title I program, individually or building-wide, according to the subject area in which they are participating. Fill the circle TI L to show that the student is enrolled in Title I Language (including Reading) and the circle TI M to identify a student enrolled in Title I Math. Fill both circles if a student participates in both programs.

Two fields in the Programs section **(Other 1 and Other 2)** are user-definable. The "Other 1" field is reserved for certain schools in North Carolina. North Carolina schools participating in the Opportunity Scholarship and Disabilities Grant Program should darken the "Other 1" bubble for each student enrolled in the program.

Office Use Only – Excluding Student Scores From Group Reports

Fill in **Z bubble** if you wish to *exclude* **all** of a student's test scores from your school's group averages. The other circles are used if a school wishes to exclude only **some** of the student's scores from group reports (please study the *Supplemental Coding Guide* available on the DataManager website if you wish to use this option). The **Z bubble** should be filled in for schools that are testing home school students and the school does **not** want these students to be included with group scores. Do **not** use a separate Grade/Class ID Sheet for excluded students. In addition to identifying in this manner, when printing reports the "Students Coded in Office Use" option will need to be set to "exclude" to actually exclude the students from group reports.

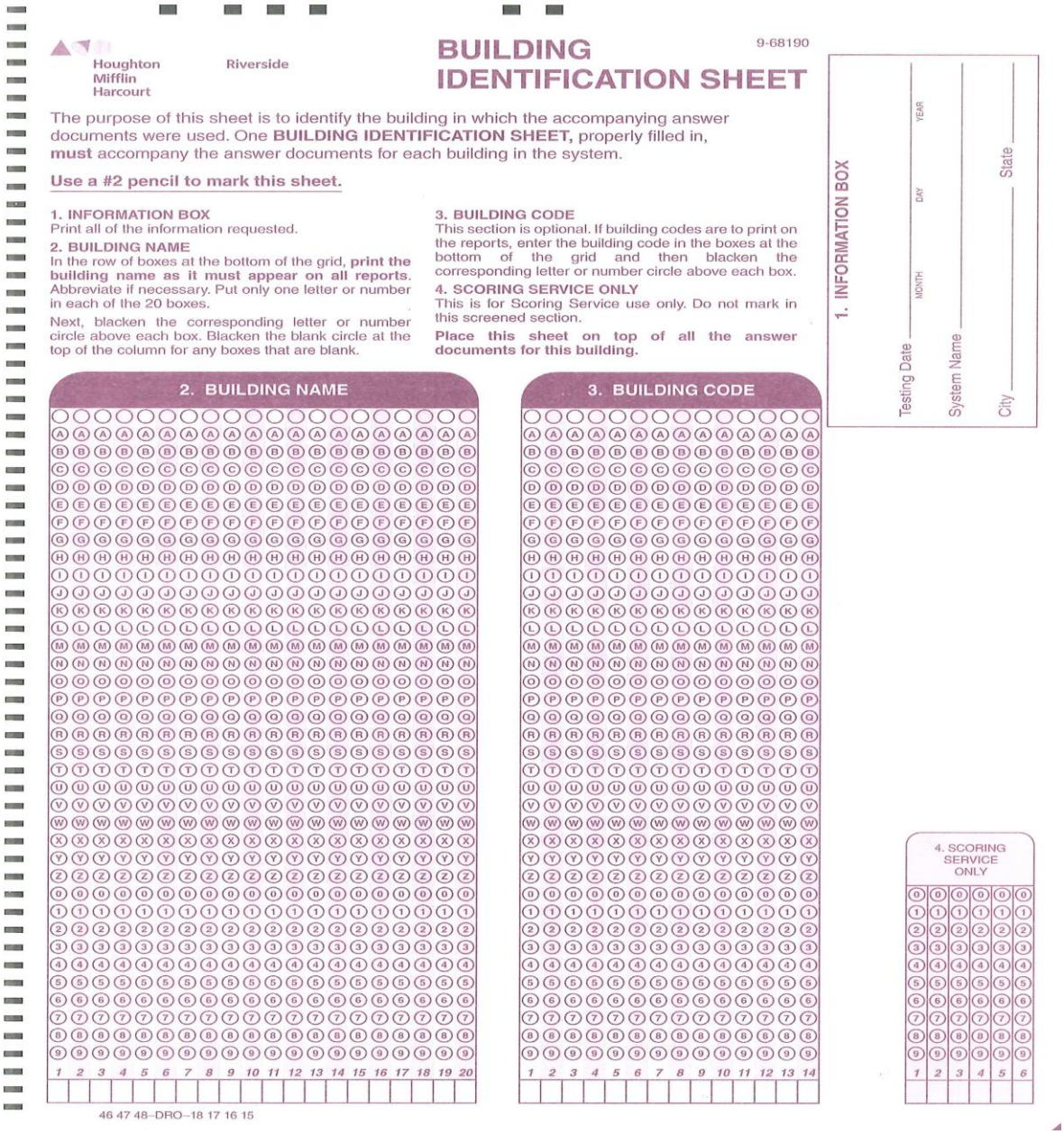
Test Administrator Use Only

The use of this section is optional. If a school decides to use this section the following fields should NOT be used since they are reserved for use by the state or national office: G, H, I, J.

The *Supplemental Coding Guide*, which is available on the DataManager website, contains detailed instructions on the optional uses of these fields. These fields may be used to collect data such as more specific race/ethnicity information, primary language spoken in the home, or the number of years in attendance at your school.

Appendix C – Completing Building and Class ID Sheets

Building Identification Sheet



Houghton Mifflin Harcourt

Riverside

BUILDING IDENTIFICATION SHEET

9-68190

The purpose of this sheet is to identify the building in which the accompanying answer documents were used. One **BUILDING IDENTIFICATION SHEET,** properly filled in, **must** accompany the answer documents for each building in the system.

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX
Print all of the information requested.

2. BUILDING NAME
In the row of boxes at the bottom of the grid, **print the building name as it must appear on all reports.** Abbreviate if necessary. Put only one letter or number in each of the 20 boxes.

Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

3. BUILDING CODE
This section is optional. If building codes are to print on the reports, enter the building code in the boxes at the bottom of the grid and then blacken the corresponding letter or number circle above each box.

4. SCORING SERVICE ONLY
This is for Scoring Service use only. Do not mark in this screened section.

Place this sheet on top of all the answer documents for this building.

1. INFORMATION BOX
Testing Date ____ MONTH ____ DAY ____ YEAR
System Name ____
City ____ State ____

2. BUILDING NAME

3. BUILDING CODE

4. SCORING SERVICE ONLY

46 47 48–DRO–18 17 16 15

The Building Identification Sheet is used to identify the school to which the answer documents belong.

1. Only **one** Building Identification Sheet needs to be completed for each order.
2. Photocopied sheets **cannot** be used.
3. This sheet, along with the AACS Scoring Services Order Form should be placed in box #1 if multiple boxes are being used to return items to the AACS scoring center.

There are three sections on the Building Identification Sheet that need to be completed.

1. Information Box – Required by AACS

This box has blanks to include the school's testing dates, system/district name (or name of the school), and the city and state.

2. Building Name (or School Code) – Required by AACS

This section should be used to identify the name of the school. For AACS purposes, the word "building" on this sheet corresponds to the name of the school. It should be noted, however, that many schools in the AACS have identical or similar names, i.e. Calvary Christian School or Faith Baptist Academy. For this reason, the AACS office has devised a coding system to assign a unique "school name" for each of our member schools. These school code names are listed on the AACS website and are summarized as follows:

> The first two letters of the school code correspond to the school's two-letter state abbreviation. For example, all AACS schools in Alabama have a school code beginning with AL, and all AACS schools in Tennessee have a school code beginning with TN.
>
> The next four letters of the school code correspond to the first four letters of a school's city. For example, a school in Chattanooga, Tennessee has a school code beginning with TN (for the state) and CHAT (for the city).
>
> The remaining letters in a school's code are the first word in the school's name. For example, Faith Baptist Academy in Ocala, FL would have the following school code:
>
> **FLOCALFAITH**
>
> **FL** (for the state) **OCAL** (for the city) and **FAITH** (for the first word in the school's name)

It is essential that schools use the AACS-assigned school code name in the Building Name section of the Building Identification Sheet. Similarly, the six-digit, AACS-assigned school number must be correctly entered in the Building Code section of this form. Both the school code name and the school code number are unique identifiers for each AACS school.

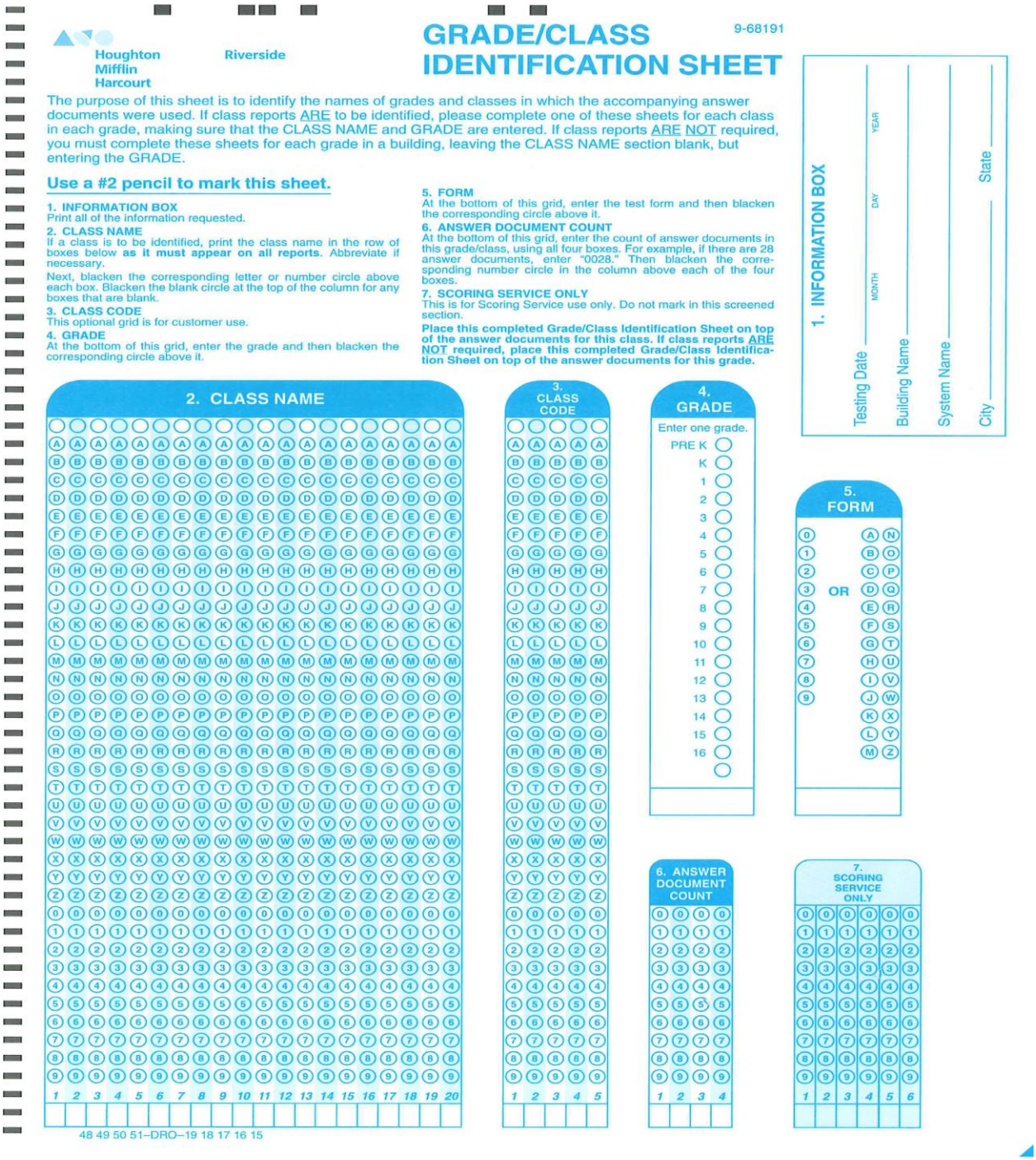
3. Building Code (or School Number) – Required by AACS

This 6-digit number also serves to identify the school. All school numbers are also listed on the AACS website.

4. Scoring Service Only – Not used

This section of the Building Identification Sheet should not be marked.

Grade/Class Identification Sheets



Houghton Mifflin Harcourt Riverside

GRADE/CLASS IDENTIFICATION SHEET 9-68191

The purpose of this sheet is to identify the names of grades and classes in which the accompanying answer documents were used. If class reports ARE to be identified, please complete one of these sheets for each class in each grade, making sure that the CLASS NAME and GRADE are entered. If class reports ARE NOT required, you must complete these sheets for each grade in a building, leaving the CLASS NAME section blank, but entering the GRADE.

Use a #2 pencil to mark this sheet.

1. INFORMATION BOX
Print all of the information requested.

2. CLASS NAME
If a class is to be identified, print the class name in the row of boxes below **as it must appear on all reports**. Abbreviate if necessary.
Next, blacken the corresponding letter or number circle above each box. Blacken the blank circle at the top of the column for any boxes that are blank.

3. CLASS CODE
This optional grid is for customer use.

4. GRADE
At the bottom of this grid, enter the grade and then blacken the corresponding circle above it.

5. FORM
At the bottom of this grid, enter the test form and then blacken the corresponding circle above it.

6. ANSWER DOCUMENT COUNT
At the bottom of this grid, enter the count of answer documents in this grade/class, using all four boxes. For example, if there are 28 answer documents, enter "0028." Then blacken the corresponding number circle in the column above each of the four boxes.

7. SCORING SERVICE ONLY
This is for Scoring Service use only. Do not mark in this screened section.

Place this completed Grade/Class Identification Sheet on top of the answer documents for this class. If class reports ARE NOT required, place this completed Grade/Class Identification Sheet on top of the answer documents for this grade.

1. INFORMATION BOX
Testing Date ____ MONTH ____ DAY ____ YEAR
Building Name ____
System Name ____
City ____ State ____

2. CLASS NAME

3. CLASS CODE

4. GRADE
Enter one grade.
PRE K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

5. FORM
0 1 2 3 4 5 6 7 8 9 OR A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

6. ANSWER DOCUMENT COUNT

7. SCORING SERVICE ONLY

48 49 50 51–DRO–19 18 17 16 15

1. *Information Box – Required by AACS*

This box has blanks to include the school's testing dates, building name (or name of the school), system name (put "AACS" on this line or leave this line blank), and the city and state of the school. Do **not** use a photocopied version of this sheet.

2. Class Name – Required by AACS

The purpose of the Grade/Class Identification Sheet is to identify the names of the grades and classes in which the accompanying answer documents were used. Complete one of these sheets for each class in each grade level making sure that the CLASS NAME (in box 2) and the GRADE (in box 4) are entered. It is common to use the name of the teacher or the grade level when completing the CLASS NAME box.

3. Class Code – Not used

This section of the Grade/Class Identification Sheet should not be marked.

4. Grade – Required by AACS

Use this section to record the grade level of the students for each class/grade.

5. Form – Required by AACS

Darken **both** the "E" circle and the "7" circle. **Both** of these circles must be darkened even if the student is not taking both the Iowa and the CogAT tests.

6. Answer Document Count – Required by AACS

Use this section to record the total number of students tested for each class/grade. Leading zeroes should be used (i.e. for indicating a total of 25 answer documents, use the number 0 0 2 5). Darken the corresponding circles. For grades K5, 1, and 2, complete one sheet for Iowa booklets and another sheet for CogAT booklets (if used). In both cases, record the number of booklets in this box for each test.

7. Scoring Service Only – Not used

This section of the Grade/Class Identification Sheet should not be marked.

Appendix D – Understanding Test Scores

To accomplish any of your testing purposes, it is important to select the type of score from among those reported that will permit you to make the proper interpretation.

This appendix explains the common score types applicable to Iowa Assessments results. Selections made in creating score reports determine which score types are included in the reports you receive.

This appendix contains:

- Quick Reference Guide to Score Types – A guide to help you recall the meaning and use of score types you may encounter when reviewing and interpreting score reports from the Iowa and CogAT tests
- Score Types Explained – Definitions and examples to further explain commonly reported score types

Quick Reference Guide to Score Types

Score descriptions for Iowa Assessments are provided below.

Score Type	Short Description	Use/Misuse Information
Grade Equivalent (GE)	A decimal number that describes a student's location on an achievement continuum in terms of grade and months at which the typical student received this score (For example, 3.2 is third grade and two months into that grade.)	Grade equivalents are particularly suited to estimating a student's developmental status or year-to-year growth of students in elementary school, as scores indicate typical achievement in common curriculum for each grade level. They are ill-suited to identifying a student's standing within a group or to diagnosing areas of relative strength and weakness. Because of these weaknesses, many schools opt not to include GE scores on reports sent home to parents.
National Percentile Rank (NPR)	A percentile rank indicating the status or relative rank of a student's score compared with a nationally representative sample of examinees	NPRs are useful for discussing a student's test results with parents and for determining areas of relative strength and weakness for a student, class, or grade group. They are less useful than grade equivalents, however, for estimating or monitoring growth. Do **not** average NPRs.
Normal Curve Equivalent (NCE)	Normalized standard scores that range from 1 to 99 with a mean of 50 and a standard deviation of 21.06 in the large norm group from which they were derived	NCE scores can be interpreted in much the same way as percentile ranks, but unlike percentile ranks, NCEs **can** be averaged when describing group performance or when checking growth over time. For these reasons, NCE scores are often used in

		program evaluations for reporting growth and judging improvement.
Percent Correct (%C)	The result of dividing the number of questions a student answered correctly on a test by the total number of test questions, and then multiplying by 100	Do not confuse percent-correct scores with percentile ranks—the two scores are quite different.
Percentile Rank (PR)	A score from 1 to 99 that indicates the percentage of students in a particular group that scored at or below the score of the student	PRs are especially useful for determining areas of *relative* strength and weakness for an individual student, a class, or a grade group. They are less useful than grade equivalents, however, for estimating or monitoring growth. Do **not** average PRs.
Raw Score (RS)	The number of questions a student answered correctly on a test	Raw scores are usually converted to other types of scores for interpretation purposes.
Standard Score (SS)	A number that describes a student's location on an achievement continuum with the scale based on the Iowa Assessments test subjects' growth model	
Stanine (S)	Normalized standard scores that range from 1 to 9 and have an average value of 5	Stanines are coarse groupings of percentile ranks, so they are less precise indicators of student achievement than percentile ranks. Do **not** use stanines to describe a student's developmental level or to measure growth.

Additional score types and the abbreviations you may see on score reports are defined below.

Score Type	Short Description
Average Percent Correct	The result of dividing the average raw score for the group by the total number of test questions, multiplying by 100, and then rounding to a whole number; class averages like these need to be interpreted as if they were the scores for the average student in the class.
College Readiness	Indicators of a student's readiness for college determined by mapping the student's scores on the Iowa Assessments to readiness targets defined by the ACT Benchmarks; can be reported for students taking Levels 14–17/18 of the Iowa Assessments
Estimated Iowa Assessments Standard Score (eSS)	A score range (upper and lower) derived from aligning the scale score (iSS-T) from the Riverside Interim Assessments ELA and Math test to the Standard Score (SS) of a student for an Iowa Assessments ELA Total or an Iowa Assessments Math score, respectively

Grade Equivalent, 2005 Norms (05GE)	Alternative grade-equivalent score based on 2005 norms. Score is offered in conjunction with 2011 norms-based score.
HSES PR	High Socioeconomic Status Percentile Rank
Lexile	A score obtained from the Iowa Assessments Reading test that can help match a student with reading material of an appropriate difficulty level; it also gives an idea of how well a reader will comprehend a text
Local Percentile Rank (LPR)	Percentile rank based on the AACS data as opposed to the national-based normative information
Local Stanine (LS)	A stanine based on the AACS data as opposed to the normative information based on a national sample
LSES PR	Low Socioeconomic Status Percentile Rank
National Percent Correct for Skills (Percent Correct for the Nation)	The percentage of test questions students in the national norming sample answered correctly for a particular skill (Avg % Correct Nation)
National Percentile Rank, 2005 Norms (05NPR)	Alternative national percentile rank score based on 2005 norms (Score is offered in conjunction with 2011 norms-based scores.)
National Stanine (NS)	A stanine indicating the status or relative rank of a student's score compared with a nationally representative sample of examinees
National Stanine, 2005 Norms (05NS)	Alternative national stanine score based on 2005 norms (Score is offered in conjunction with 2011 norms-based scores.)
Number Attempted (No. Att)	The number of items an individual attempts to answer on a test
Percent Correct for Skills (Percent Correct for System or Student, Avg. % Correct)	The percentage of test questions the student answered correctly for a particular skill (% Correct)
Percentile Rank of Average SS, School Norms (SCHPR)	Norms based on weighted frequency distributions of school averages
Predicted ACT®/SAT®	A score range within which a student's ACT Composite, SAT Critical Reading, and SAT Math scores can be expected to fall based on the student's performance on the Iowa Assessments
Private/Catholic Percentile Rank (PRIV)	National percentile rank score based on students in Catholic and other private schools in the national norm sample
Quantile	A score obtained from the Iowa Assessments Mathematics test that enables a teacher to determine the mathematics skills a student is ready for and which ones require further instruction
Quartile	One of three points (defined as low, middle, or upper) which divide the scores in a distribution into four equal groups, each containing 25% of the data

Standard Score, 2005 Norms (05SS)	Alternative developmental standard score based on 2005 norms (Score is offered in conjunction with 2011 norms-based scores.)

You may see the scores below on combined reports—those reporting scores from both the Iowa Assessments and the Cognitive Abilities Test (CogAT).

Score Type	Short Description
Ability Profile (AP)	Summarizes information about the level and pattern of the student's reasoning abilities and is linked to suggestions for teaching strategies located at www.cogat.com
Age Percentile Rank (APR)	A percentile rank indicating the status or relative rank of a student's score compared with a nationally representative sample of CogAT examinees of a similar age
Age Stanine (AS)	A stanine indicating the status or relative rank of a student's score compared with a nationally representative sample of CogAT examinees of a similar age
Grade Equivalent/ Predicted Grade Equivalent Difference (GEDIFF)	The difference between the actual observed Iowa Assessments grade equivalent and the predicted grade equivalent (GE – PGE)
Grade Percentile Rank (GPR)	A percentile rank indicating the status or relative rank of a student's score compared with a nationally representative sample of CogAT examinees of a similar grade
Grade Stanine (GS)	A stanine indicating the status or relative rank of a student's score compared with a nationally representative sample of CogAT examinees of a similar grade
National Percentile Rank/Predicted National Percentile Rank Difference (NPRDIFF)	The difference between the actual observed Iowa Assessments national percentile rank and the predicted national percentile rank (NPR – PNPR)
Predicted Grade Equivalent (PGE)	The grade equivalent score that the student can be expected to receive on the Iowa Assessments based on his or her performance on CogAT
Predicted National Percentile Rank (PNPR)	The national percentile rank that the student can be expected to receive on the Iowa Assessments based on his or her performance on CogAT
Predicted Standard Score (PSS)	The standard score that the student can be expected to receive on the Iowa Assessments based on his or her performance on CogAT
Standard Age Score (SAS)	A normalized standard score, having a mean of 100 and a standard deviation of 16, provided for each battery and composite on CogAT
Standard Score/ Predicted Standard Score Difference (SSDIFF)	The difference between the actual observed Iowa Assessments standard score and the predicted SS (that is, SS – PSS)

Universal Scale Score (USS)	A point on a continuous growth scale of cognitive development from kindergarten through grade 12 for CogAT

Appendix E – Accommodations and Modifications

Some students have special needs that may interfere with their ability to demonstrate their true achievement through standard testing procedures. You can administer the Iowa Assessments with accommodations or modifications and obtain useful information about student achievement.

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 or limited English language proficiency on the assessment process, so that the student is assessed on an equal footing with all other students. Accommodations do not change the kind of achievement being measured, but they change how that achievement is measured. For example, the Braille Edition of the Iowa Assessments may benefit students who use braille materials regularly with their classroom instruction.

A list of common testing accommodations appears on page 96. Refer to the *Directions for Administration* for suggestions on accommodations appropriate for the assessment and test level(s) you plan to administer.

A testing **modification** is a change made to the content, format, and/or administration procedures of a test to support test-takers who are unable to take the original test under standard conditions. A modification is sometimes necessary when an accommodation is not possible. For example, reading aloud the Reading test represents a modification.

A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. For example, allowing a student to use a calculator on the Computation test is a modification to the standard test administration. Local, school-system, or state policy usually determines how these scores should be interpreted.

Confirm Policies on Testing Accommodations and Modifications

Follow local, school-system, or state guidelines when making decisions about testing accommodations or modifications. School policy or state requirements may determine how scores for students with accommodations and modifications should be handled and documented.

If your school plans to use supplemental coding to identify test accommodations or modifications, codes marked on a student's answer document will appear in the student information area of many score reports. Supplemental coding instructions for your school system or school should specify how to record accommodations or modifications used during testing on a student's answer document after testing is completed. For information on how to plan and mark these codes, refer to the *Supplemental Coding Guide*, available through DataManager.

Summary of Testing Accommodations

Accommodations vary by test level and mode of administration. Refer to the *Directions for Administration* or *Directions for Online Administration* for each test level you plan to administer. The table below describes testing accommodations most frequently provided to students with IEPs or Section 504 plans and accommodations sometimes provided to ELL students. This is **not** intended to be a complete listing of all possible testing accommodations.

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

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

Accommodation	Description
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.